

Child Welfare Magazine

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In Bethlehem Tonight

Above the hills of Bethlehem
There bent an angel-choir,
And Glory sang to midnight skies,
To greet the World's Desire:
But all night long a Mother held
Her Baby to her breast,
And crooned a little, happy song—
(I think He liked it best!)

Up rocky roads to Bethlehem
Pressed solemn sage and king,
A-bearing silken-corded bales
Of royal offering:
But shepherd-men, all simple-wise,
Knelt on adoring knee,
And clapped their hands to pleasure Him—
(I think He smiled to see.)

In all the town of Bethlehem
He found no room at all,
Save where the gentle kine made place
And shared with Him their stall:
Good folk, when in this Holy Night
The Christ Child comes once more,
Put tapers at the pane to light
His foot-steps to your door!

Arthur Letchum

Keeping Christmas

BY MARGARETTA WILLIS REEVE



O we keep Christmas?

Of course we think we do. We celebrate the 25th of December, we have a tree for the children, the family assembles; but do we really *keep* Christmas, and not wake up the next morning with the consciousness that for a whole year it will not come again and with the feeling—even though we may hesitate to admit it—that if it came more often it would be more than we could stand!

Do we fill ourselves so full of the joy and wonder and beauty of it all that it will go with us all through the ordinary three hundred and sixty-five days between?

Do we give the children such a vision of the love and service and brotherhood and fatherhood which came into the world that day that in every month of the year they must remember it?

Do we feel and make others feel the deep happiness of giving the things that count—"not what we give but what we share; for the gift without the giver, is bare"—so that in every season, summer and winter and springtime and harvest, all those about us will realize that Christmas giving does not end with Christmas Day? Do we teach our children that because of the gifts once given by the Christ to the world in his brief years, all life has been gentler and more loving, that suffering is healed, that the poor are aided and little ones are cared for as never in the days before He came?

We are so ready to make much of the sign and little of the thing it signifies. We hang the holly wreaths and light the candles (the old heathen rites get strangely mixed with Christian ceremonies)—we feast and carol and send presents here and there—and then the curtain falls, the lights are out, and sober reality clutches us again.

Shall we try to *keep* Christmas in the coming year?

On the next morning, suppose we say to the children; "In one week the old year goes. With the new one we will begin to make ready for next Christmas." If they are earning money by small undertakings, start a Christmas Club at home and let them put always a tenth aside. When father or mother receives a bright new coin, add that to the store. The search through Father's pocketful of money is a delightful bed-time ceremony, closed by the deposit of the treasure in a bright red bank.

Then begin the presents, and the unskilled hands will work gladly with the aim of Christmas giving, for if failure comes at first, there is always time to win to success when a whole year lies before us. Then instead of the last wild rush to finish the unfinished efforts, there will be only the thrill of tying up the lovely, mysterious packages, in the week before Christmas. Never, oh *never*, have everything ready long beforehand! Christmas without secrets is not Christmas at all.

The week before Christmas, call a Family Council, and agree that beside the presents everyone will see, each one shall give something of which nobody knows, and which must last until Christmas comes again; something which everyone must try to guess but which no one must tell, until the week before *next* Christmas, when the Council will meet again and decide what each has given. Perhaps it will be a night a week given to mother preparing for a monthly family or neighborhood entertainment—a play or pageant; perhaps each month a little trip somewhere with the boy, if only for a day, when father and son may draw closer together through some mutual interest. It may be the raking of the furnace Sunday morning so that the father may have a holiday; or supper cooked and dishes washed one night a week; or the neighborhood babies cared for one afternoon a month while busy mothers shop with carefree minds. Or perhaps it will be patience, or "company manners" used at home, or the showing of more of the affection which has been too much concealed; a home dinner once a month for the teacher, tired of her boarding house; a weekly walk for the fretful baby next door whose mother is often up all night after a day of ceaseless work; the gifts are endless, and by means of such as these may we *keep* Christmas all the year.

Perfect Giving For Christmas

Give Ear to those who cry for crumbs—and heap their homely larders high, for lo! the joyous season's here—and Christmas comes.

Give Hands to those who need a guide, nor cast a thought of race or creed, since brotherhood is all worth while at Christmastide.

Give Steps to those who cannot plod on their own errands to and fro above the crisp December sod, as others go.

Give Thought to what you best can do to cheer the heart and soothe the mind and make the world seem good and kind to those less fortunate than you.

Give Smiles to all whose weary load brings gloom and pain and gray despair, and bends them low o'er life's steep road, for smiles with them are rare.

Give Knowledge to the dull, untaught, for some there are who do not know with what your Christmastide is fraught, and speak of Him, the manger born, beneath the Eastern star's pale glow.

Give Courage to the fearing band that needs the clasp of friendly hand and cheering smile and all good will; give courage, then, to such as they this day.

Give Heed to others and their need. They know, they feel, they have desire; nor is it what you think is best, but rather what they must require that you should give and do and say on Christmas day.

Give Laughter—not the scornful sort, but laughter that abounds with happy, wholesome, merry, sounds and so infectious as to bring a like retort.

Give Heart—the heart that beats for all upon this day; the heart that greets the lowly and the high; the heart that grows with sympathy and knows but love for those who pass you by.

Give Joy to all—it may be bread to one or just a smile, or yet a simple toy, or words of praise or even gold—but give them all and you will give but joy.

Give Praise to Him that you have many things, good friends, a home and health—and life's long span. Give praise to Him for all these things, and best of all the brotherhood of man.

And giving these, you will have given more, by far, than prince or potentate or modern Midas—

You will have given better things than stocks or bonds or lands or diadems—

You will have given that which neither pomp nor power nor highest influence can command—

You will have given that which gold, nor favor, nor fear can buy—

You will have given that which He was ever giving to the lowly and the poor, comfort and strength and hope and rest and courage and faith—for of these things are the perfect Christmas gifts made.

—Lewis Allen.

Christmas Toys That Satisfy

BY MARGARET S. BRIDGE



HE time is here when children are flattening their small noses against the windows of toy shops and parents are racking their brains to know what to get Mary or John for Christmas. They have been hearing more and more about the connection between character development and play life, but it is a safe guess that most of them are very hazy about what to buy Mary, aged three, that will at once delight her and satisfy a need in her development.

The best starting point for any parent is to review the thrills of his own childhood. Just one look backward will bring him to a recognition that he most liked the playthings with which he could *do* something, the things that gave free play to his imagination and impulse to create. For after all, children through their play life attempt to make their adjustments to the world about them. If Ted casts aside a hobby-horse for an automobile today, it is likely to be explained by the fact that he sees more of the latter. Especially in the cities has the horse become rare.

As an example of the adjusting of children to the world through their play life, witness John, aged six, pulling out an empty trousers' pocket, backing up to Phil, his playmate with, "Fill me with gas," and to Phil's, "Why?" answering, "Cause you're the filling station. I'm a motorcycle and my tank's empty." Then when the surprised human filling station had filled the tank with imaginary gas, off ran the motorcycle with chugging, spitting and

backfire. In a moment several other children had caught the idea. Presto, change! a small boy had become a police-officer, had arrested John for speeding and was hauling him off in a wheel-barrow patrol-wagon to the station house.

The parent most likely to succeed with his child is the one who recognizes the interests and impulses of childhood and selects playthings to meet the needs of the various periods.

All children need playthings that meet their growing powers.

When the infant is in the lie-on-the-pillow stage he has very little interest in life except as to what centers about the mouth, but let him pass from that to the sit-on-the-floor period and he will begin reaching out through the channels of his five senses to make connection with the world around him. If the child of this period could speak he would say:

"Give me things that I can manipulate. Give me a great variety of things, for I have everything to learn." And the parent answering his call would supply him with clean paper to crumple and kick, keys, a string of spools, a wooden spoon and tin pan and other objects—hard, soft, smooth, rough, round and square: for these are the things that will tell him the story he wants to learn through the eye, the ear and the other senses. If the baby at this stage is to get the stimulating sensation so necessary to his growth, the parent will have to bring things to him. Not so in the one following.

As a creeper the child



Christmas Day in Louisiana

is likely to announce his activity by the crash of a bowl on the floor after a runner has been pulled from a table. Operating under his own power he explores as far afield as his creeping space extends, and curiously enough, open stair-cases seem to draw him like a magnet.

"Don't get me from under your feet by putting me into a jumper or a walking machine"; is what he would cry, if he could. "I have initiative. Do not kill it, just because you are afraid I may hurt myself if I fall. How am I ever going to learn to keep my balance if I never get a chance to try my feet and legs? Give me a good strong kitchen chair to push around. I like to tumble, so you might give me a mat. And I like to drag things along, so why don't you get me a box to keep my playthings in? If you put it on casters I would not scratch the floor much and if you tied a strong cord to it I could pull it like a wagon. Besides I like a box just to put things into and from which to take them out over and over again. I want strong things that will not break easily—doll furniture and most anything. But you must remember that I haven't much control over my smaller muscles. Just the same I should like a pair of blunt scissors and paper to cut. And I like linen picture books with gay pictures."

Between four and six years old children begin to demand the how and why of everything. And how they gain in self-confidence as they begin to make things with their own hands and to obtain control of their speech-organs! Playthings of the former period still appeal, but a marked growth of imagination and inventive powers opens new fields. Pencils, paper, pictures to color with crayons, sewing-cards, beads to string, clay to mould and blocks are among the best materials that can be put into a child's hands.

"I do not like these old blocks," is what the youngster of this period thinks when he is surrounded with cubes. "They are not interesting. I can not do enough things with them. I need only simple forms, but I like long ones, short ones and many different shapes. How can I make anything

interesting with nothing but cubes? But it is worse than ever when you give me cork-screw affairs. I do not know anything about churches and cathedrals, so save your fancy blocks until I am old enough to manage something complicated."

A collection of bits of broken dishes, glass, stones, seeds, shells—in fact, anything collectable—in the corner of your back porch indicates that John or Mary is somewhere between seven and nine years old. Propounding of riddles is another indication. Marbles, tops, hoops, jack-stones and skipping-ropes are still others. Books, especially fairy tales and poetry, are popular. Tricks and puzzles are sure to interest. A coping-saw, a clamp, soft wood, a few simple patterns and a firm table to work on will provide endless satisfaction to the child. Dominoes, anagrams and any other games that link up with a child's interest in spelling or counting will please, and because he enjoys testing his powers, simple games of skill like ring-toss and bean-bags have a place.

Club rooms in the barn or garage are pretty certain to appear when they are between ten and twelve. They want to be robbers, hunters, circus performers and campers. Skates, sleds, balls, bats and everything that relates to active play will give satisfaction and for quiet times, educational games will prove popular. Both boys and girls like to make things. Paper-box furniture-making is always enjoyed by girls of this age. Interest in making dresses and hats for paper and real dolls is pronounced. Millinery stores are likely to flourish.

The programs of Boy Scouts, Girl Scouts, Camp Fire Girls and similar organizations are built upon the needs of boys and girls from twelve to fifteen years and beyond. Just what a boy or girl demands in this advanced play period depends pretty largely upon his previous play experience. In general, however, the period is one in which the dramatic interest is high; music, art, nature study and history appeal; and both boys and girls have marked constructive interests along the line of the manual arts. Instruments and tools connected with any

of these crafts, the more elaborate mechanical and electrical toys, croquet sets, fishing tackle and tennis racquets suggest what a boy or girl likes at about this age. And radio! not complete, but parts with which to fashion a set.

Fashions in playthings change, but the fundamental appeal remains unchanged. If the earlier periods of a child's play experience have been wisely directed, the later ones will take care of themselves. To the truly interested parent Johnson's "Education by Plays and Games" would prove a gold-mine. Miss Neva Boyd, director of the Recreation Training School of Chicago, recently issued a pamphlet for the Chicago Day Nursery Association that would be helpful in suggesting inexpensive equipment for children below school age.

A parent who would feed watermelon to an infant is very rare, if any such exists. Yet the parent that chooses toys that are no more suitable to a child's development than the watermelon to his digestive apparatus is a common product. Piles of discarded

playthings a few days after Christmas are a sad commentary upon the judgment of the adult who selected the gifts.

Too much of anything dulls appreciation. In the case of food, if it is not pushed off the plate it is gorged and may occasion a great deal of physical discomfort to the child; in the case of a heterogeneous lot of misfit playthings, restlessness and discontent result.

The parent that really wants his child to be able to look back in future years upon a series of happy playtimes in which the parent figured, will direct his energy toward understanding play needs. Always he will beware of the negative aspect. Always he will bear in mind that the best toys are those which absorb a child's mental and physical energy and permit free play of the imagination. In play as in work, we like to sense our growing powers. Any toy that helps a child to discover some new power within himself will tend to develop poise and joyousness within him, and such are the toys that satisfy.



Youth

BY FAITH BALDWIN



*Youth has no need of pirate ships,
Of dark and tossing spars,
No need has Youth of silvered path
Beneath the guiding stars;
Or chanteys sung upon the watch
By men who bear salt scars.*

*Youth has no need of secret trails
That to the Rainbow lead.
Of Roads to Romance, white and wide,
Youth has no urgent need,
Nor of the magic lore that lurks
In some old wizard's creed.*

*For Youth itself is all these things,
A sailing-ship, a song,
The Rainbow at the journey's end,
Bright Romance, Youth-time long,
And all the wizards' wisdom to
Enchanted Youth belong!*

—Everybody's Magazine.

Santa Claus Still Lives

BY GRACE E. CRUM



IN A San Francisco study group a lady once declared that she was such a stickler for the truth that she had never taught her children to believe in Santa Claus. By her very denial was she not admitting him? What shall we do about it, anyway? Shall we teach the Santa Claus myth to our children for them to find out, in time, that we have told them an untruth? Shall our children not lose faith in us when they discover there is no jolly old Santa? These and similar questions are being discussed at this season of the year in study circle groups. We parents have to ponder these questions most seriously.

Must we reduce everything to the terms of our mechanical age? Are the only realities in this world, the things which we can touch and hear and see? Are not peace, good-will, kindness, and love just as real? Is not jolly old Santa Claus the embodiment of these most vital elements of life? The child cannot grasp the abstract idea of "Peace on Earth, Good Will to Men," but he can understand a "sure enough" Santa Claus who typifies the spirit of Christmas. When he is old enough to understand, the transition is easily made. He can be told, in simple language, that Santa Claus is a symbolic embodiment of the hilarious joy and the world-embracing love of the Christmas tide. The child does not discover that we have told him an untruth, but he finds that an eternal truth has been modified to meet his understanding. Long live Santa Claus! If we were to eliminate all myths from our literature, the dramatic age of childhood would invent a fairyland. It is the child's natural dwelling-place.

Dr. Arthur Dean, in "Your Boy and

Your Girl," says, "Of course, there is a Santa Claus. The first time I really and truly saw him come down a chimney was at a church Christmas tree party. I actually heard the sleigh bells as the reindeer galloped on the roof; I actually saw old Santa come down through the chimney, and I jumped for joy when his rosy cheeks and whiskered face said, 'Hello, boys and girls! Merry Christmas!' Since these childhood years I have seen Santa Claus every Christmas. . . . I have seen him in the Christmas spirit of the rich, the poor, the childless, the motherless, the employed, yes, and even in the unemployed, who have given their last penny that they might see happiness in the face of another."

A little more than twenty-nine years ago, a little girl wrote the following letter to the editor of the *New York Sun*:

"Dear Editor:

"I am eight years old. Some of my little friends say there is no Santa Claus. Papa, says, 'If you see it in the *Sun* it's so.' Please tell me the truth, is there a Santa Claus?"

"Virginia O'Hanlon."

Here is a part of the reply which Frank Pharcellus Church wrote to the little girl, now a mother with a little girl of her own: "Virginia, your little friends are wrong. They are affected by the skepticism of a skeptical age. Yes, Virginia, there is a Santa Claus. He exists as certainly as love and generosity and devotion exist, and you know that they abound and give to your life its highest beauty and joy. Alas! how dreary would be the world if there were no Santa Claus! It would be as dreary

as if there were no Virginia. There would be no childlike faith then, no poetry, no romance to make tolerable this existence. The eternal light with which childhood fills the world would be extinguished. Not believe in Santa Claus! You might as well not believe in fairies! Did you ever see fairies dancing on the lawn? Of course, not; but that's no proof that

they are not there. No one can conceive or imagine all the wonders that are unseen and unseeable in the world. No Santa Claus! Thank God, he lives, and he lives forever. A thousand years from now, Virginia, nay, ten times ten thousand years from now, he will continue to make glad the heart of childhood." And so as Tiny Tim observed, "God bless us, every one!"



*"It is Christmas on the ocean
It is Christmas on the land.
In the poor and lowly cottage,
In the palace high and grand."*



THE CHALLENGE OF THE CHILD

BY JOY ELMER MORGAN

*The child! The child!! The child!!!
Let us keep our eyes on the child.
For him the school exists.
For him architects make noble buildings.
To aid his learning books are printed.
To guide his growth teachers are trained.
By his needs all the devices of administration and management
are measured. He is the center of gravity of the school.*

Through the eyes of the child society looks into the future. In his life come together a million streams of hereditary influence stretching back into the twilight of man's history. Into his life society builds with infinite patience the elaborate fabric of attitudes and practices that men have forged through all the centuries. Every aim of education must be tested by the needs of the child.

To be a child is to look forward. That is the message of the Great Teacher. Every institution that is to endure must be tested by its service to childhood. The challenge of the child is the call of tomorrow with its higher ideals, its wiser organization of life, its wider harmonies of race and religion, its nobler spirit, its surer appreciation of service and the solid values of life.

The child is the tomorrow of the human race. His teachers are the makers of tomorrow's civilization.

All hail! The child! The child!! The child!!!

HAVE YOU EVER HEARD A KINDERBAND?

BY ISABELLE M. HORN

IF you haven't—you've still something to look forward to in the world of music.

Any presentation by children, of whatever nature is usually of interest, and this interest is intensified when music is the subject.

In South Pasadena, California, under the efficient direction of the Music and Art Teacher, Miss Phoebe Wadsworth, the "Kinderband" is a most popular organization. The personnel is made up of pupils from the first and second grades, and is changed twice during the school term, giving as many children as possible an opportunity to take part in it and its many interesting activities.

The melody of the selections played is carried by an older student at the piano and one of the small members of the band at the marimba. The accompaniment in the hands of the other little folks is most ef-



The Bandmaster

fective and enjoyable. Their instruments consist of drums, cymbals, bells, triangles and chopsticks.

The uniform of course is a matter of considerable importance. The girls wear white dresses over which is fastened a small sleeveless vest of dark blue, striped with yellow braid. The boys wear regulation "sailor" trousers, their waist being of a blue jumper effect, also striped with the gold braid. Hats for both are fashioned in a helmet effect of orange-colored cardboard, with a gay decoration pasted on the front.

The responsibility which rests on them when playing before the Parent-Teacher Association, Teachers' Institute or other public assemblies, is keenly felt by the young musicians, and the harmony and rhythm which mark the results of their efforts are significant of this worth-while phase of primary education.



The Kinderband

The Importance of the Home Library

BY T. M. SLOANE

IN NO other country has public education been held in as high regard as it is in the United States. Yet what do we read? Regard, if you please, the next news stand you pass. Ask the public librarian which books are most popular. We read trash chiefly. Possibly the reason for this is that the mass of people cannot be really educated, that taste, judgment, and intelligence are attainable only by the comparatively few, and that no matter how many schools we have teaching the three R's, most of us will prefer sensational magazines and the daily newspaper serial to the classics or the best in modern literature. This view, of course, indicates a weakening of faith in democracy.

It is still possible to have faith in democracy. Most of us do still have it, in spite of misgivings. Moreover, every individual amongst us will have faith in himself and his children—even in his neighbor's children—in respect to his and their capacity for learning and intellectual improvement. It may be the sort of faith that every soldier in the trenches had—that he, at least, would come through safely in the next fight, but it's a strong faith and makes things possible. And this faith—as far as learning ability goes—is justifiable. Of course, we may try in vain to educate a lot of children and adults, but if we make sure of not missing the ones who are worthy, we make the whole process of public education worth while.

Schools can't teach everything. In some states they are expressly forbidden to teach certain things. It is essential, therefore, that parents who care anything for the cultivation of their children's minds must es-

Mr. Sloane, who has prepared this delightful article for the readers of CHILD WELFARE, was head of the English Department at Milton Academy, in Massachusetts before he became Assistant Director of Better Homes in America. His long experience with young people make his contribution especially helpful to both parents and teachers.

tablish and develop home libraries.

It is strange, but true, that most children love to read. Even children, active as they are, capable of excitement and thrills at new experiences—which are coming to them every day at an appalling rate—even children must get a lot

of their experiences second hand. Their curiosity, if they are healthy and normal, is insatiable, and no matter how active they are in outdoor sports and indoor play, they are eager to read about things, experiences, customs, characters, that are not familiar to their daily habit. This is really true. My experience as a teacher has proved it to my own satisfaction, and I believe that any other interested teacher will support my evidence. This curiosity places a responsibility on the shoulders of teachers and parents—one which they often shirk, by the way—but it also presents them with exactly the opportunity they need. If they are really eager to help their children to learn, they have a tremendous initial advantage in the strong desire in the children to learn things.

Children don't care much *what* they learn. The fruits of their learning don't concern them much, so long as the stream of incoming facts and experiences is strong enough. And their imaginations are often so keen that they can hardly tell the difference between the real and the fancied. Here enters the responsibility of their elders. This curiosity can and must be guided. The schools, which only recently discovered that this curiosity exists—do guide the curious minds of children in many ways which are pleasant and profitable. But school hours are short, and as schools nowadays are wak-

ing up to their opportunities, the hours seem short even to children.

Hence the home library. What shall it contain? I don't know; I doubt if even President Eliot knew. It is best if it just grows. There are so many books in the world, so many good books, that the task of selecting a hundred, even a thousand, seems to me too appalling to contemplate. This has not prevented a good many people from making home library book lists, and I do not deny that some lists are good, even very good. These lists are serviceable, too, because they help the library-maker to reach a proper sense of proportion; they jog his memory; they suggest books which he might overlook, and thus serve as a check on the list he makes out himself for a starter. For every individual, and every family, must make their own selections. Our intellectual needs and tastes vary as greatly as our needs and tastes in food and clothing, and no list of books will do for all families. And we cannot tell when we set out collecting books, what our tastes and needs will be in the years to come. Books cost a great deal, and we must regard a library as an investment; it would be uneconomical to buy a lot of books which we admittedly cannot read at once, if we are not sure we will ever wish to read them.

Thus we must be cautious, and it is by far the best plan to allow our library to grow, book by book, using book lists as aids in selection as time goes on.

Moreover, books will have to be weeded out. Certain books are thrust upon us, as gifts, by friends and relatives. Some we want to keep, others we want to throw away, and so we should, if it weren't for sentiment. These foundlings have no real place in our own libraries; some will find their way to the guest-room night-table, if we have little regard for our guests. Others will probably simply stay on the shelves, taking up needed space, unless we decide to have a "sentiment shelf" where gift books of doubtful value are kept. Only in this way can we show proper respect for our own books.

It is simply impossible to generalize about the choice of books, or what books to start

with. But the wishes of each member of the family ought to be consulted. Such consultation will naturally tend to be a most valuable family council, educational to elders and children, and a unifying force most important in fostering good will, understanding and fellowship.

Certainly there should be in every home library a shelf or a set of shelves set aside for children's books. Not only the sort of books which range from *The Motor Boys* to *The Wizard of Oz*; not only such classics as *Treasure Island* and *Ivanhoe*; although these books certainly ought to have a place. But also those textbooks which children will wish to keep, and books of specialized knowledge in fields in which certain members of the family are interested. For the rest, the wishes of the children of the family must prevail, and they will be of all kinds. The children ought to receive advice and help from their parents in choosing books. The parents should not approach the duty of giving such advice as if they were not fit to choose books for their children. Children, they will find, are very much like themselves, being human. They look for knowledge and experience in books, and when they want advice, books should be suggested which give accurate knowledge and which set forth life with wisdom, beauty, and truth.

So far as possible, parents should carefully avoid acting as censors. The positive attitude in suggesting books generally conceded to be good, is better than prohibiting those which individual taste rejects. This is a hard saying, for the prohibitive attitude is so much more direct, and requires less knowledge on the part of the parents. To know what is generally conceded to be good, one must have done a good deal of reading oneself. On the other hand, it might be pointed out that there are a fearful number of books reported to be shocking, upsetting, and what not; one cannot possibly know about them all. Parents should avoid even the appearance of hypocrisy in advising against certain books. If one says, "This book is all right for grown-ups; children mustn't read it," children will want—probably vociferously—to know why. And we

all know the natural human attitude toward forbidden fruit. It is a terrible thing for an adult, especially a parent, to have a child think he is a hypocrite or prig. So my advice to parents is this: don't forbid a book *solely* on the ground that it is evil, for children will be apt to wonder, with the perversity of human nature, why *you* read it.

I want to touch once more on the point of what book or books to start with, if one begins with no books inherited or left over from one's unmarried days. It makes no difference, I think, so long as the first book has interested one or two members of the family, has evoked discussion, perhaps difference of opinion. This book will have established a union of interest and started intellectual ferment of some sort. It may soon be forgotten, but it has its place in the library. The first book I read all by myself was a life of Frederick the Great—it must have been Carlyle's, I think. I could not have been more than eight years old, and of course I didn't read much of it, since it was in huge volumes. But I found it in my father's library, and I exercised some choice in reading it. I couldn't tell you much about it now, but I do remember imagining that I was Frederick when he was a boy, and the experience is still vivid in my memory. That reading did not add appreciably to my knowledge or understanding; I knew nothing of the history of the times, I could not give what I read a proper place in any system of knowledge; I had no system; I had practically no knowledge. But I was able to "place" it later; that reading gave me a background and an

atmosphere which colored and gave proportion to what I read in later years. And, most important, that book proved to me that reading was fun; that it was not a special mystery reserved for grown-ups, and hence it had a deep effect on all my later life.

At the risk of being taken for an intellectual snob, I might add that I do not in my maturity enjoy reading trash. (I am not really worried about this risk; people who accuse one of such snobbery haven't much insight.) I have a conscience about reading; I know I do not read as much as I ought, or would like to, because of laziness. But I do read good things. I am interested in current books, and every week I buy a book or read one from my circulating library. My own library is growing, and I am fairly proud of it. This is due somewhat to a natural bent; much more of it is due to the fact that I grew up in a house which contained a huge, if rather mixed and poorly proportioned library. No member of the family was bookish, or scholarly, but there was a respect for books in the household which created a natural breeding ground for literary interest. I hope I may be permitted this personal reminiscence. I do not pretend to generalize from it; I cite it simply because I know that my experience is similar to that of many, many other men and women, and I have great faith that children and families brought up and developed in contact with a live library will be happier than those who only know *how* to read, with no idea of *what* to read.

NOTE: For book lists see October CHILD WELFARE MAGAZINE, page 60. (Ed.)

Christmas is the one holiday that cannot be separated from the brightness of a child's eyes or the music of a child's laughter. The world had for ages been despondent and hopeless, and no one, philosopher nor sage nor miracle-worker, had been able to lift it out of its dark mood. But when God took a child and set Him in the midst, then all things were made new. The shepherds were glad and so were the Wise Men and so was everybody, and human hearts began to sing a new song: "Peace on Earth, Good will to Men."—Charles N. Jefferson.

I Am the Motion Picture

From Exchange. Author Unknown

I AM the child of man's genius, the triumph of man over space and time. I am mute, but I am eloquent to millions. I travel desert sands, I climb the tallest mountain peaks, I traverse prairie, glacier, jungle, forest, sea, and air and bring the vision of my journeys to the eyes of common man.

I am the pleasant hour of prince and child, of master mind and little boy. I instruct, I delight, I thrill, I entertain, I please, I shock, I cheer, I move the world to laughter and to tears.

I am the sublime story-teller of all the ages. I am the drama's greatest brother.

I have more friends than all the friendly men of earth. I stir the blood. I quicken the pulses, I encourage the imagination, I stimulate the young, I comfort and I solace the old and the sorrowing. I bring priceless gifts and make them yours.

I show more of travel than all the books penned by all the writers of the world. I preach sermons to congregations greater than the combined flocks of the pulpits of all lands, I make for happiness, I make for kindness, I am the one great international friend.

I am history, written for generations to come that every race and sect and creed can understand. I preserve heroes for posterity. I give centuries more of life to the arts and sciences. I am man's greatest and noblest invention.

I AM THE MOTION PICTURE

WHAT TO SEE

(A)

FAMILY:

"An Adorable Deceiver" (Kenneth Harlan and Alberta Vaughn)—Film Booking Office.

"Forever After" (Mary Astor and Lloyd Hughes)—First National.

"Into Her Kingdom" (Corinne Griffith)—First National.

"My Old Dutch" (May MacAvoy)—Universal.

"The Quarterback" (Richard Dix and Esther Ralston)—Famous Players.

"Upstage" (Oscar Shaw and Norma Shearer)—Metro-Goldwyn-Mayer.

"War Paint" (Tim McCoy and Pauline Starke)—Metro-Goldwyn-Mayer. (Indian story.)

"Whispering Wires" (Anita Stewart)—Fox.

(B)

"April Fool" (Mary Alden and Alex. Carr)—Chadwick Pictures.

"Private Izzy Murphy" (George Jessel and Vera Gordon)—Warner Brothers.

"Sweet Rosie O'Grady" (Shirley Mason and Cullen Landis)—Columbia Pictures.

"The Kick Off" (George Walsh and Bee Amann)—Excellent Pictures Corp.

"The Winning Wallop" (William Fairbanks)—Leuna Film Corp.

WESTERNS:

"Loco Luck" (Art Acord and Fay Wray)—Universal.

"Tom and His Pals" (Tom Taylor and Doris Hill).

(A)

ADULTS:

"Kid Boots" (Eddie Cantor, Billie Dove and Clara Bow)—Famous Players.

"The Ace of Cads" (Adolphe Menjou and Alice Joyce)—Famous Players.

"The Eagle of the Sea" (Ricardo Cortez and Florence Vidor)—Famous Players.

"The Magician" (Alice Terry and Paul Wegener)—Metro-Goldwyn.

(B)

"The Test of Donald Norton" (George Walsh and Eugenia Gilbert)—Chadwick Pictures Corp. (Story of Hudson Bay territory.)

SHORT REELS:

"Grace in Slow Motion" (Pictorial Clubs released by Pathe).

"Mud" (Pictorial Clubs released by Pathe).

"Shall We Forget?" (Pictorial Clubs released by Pathe). (Story of mother love.) (Three reels.)

"When the Circus Comes to Town" (Pictorial Clubs released by Pathe).

CHRISTMAS SUGGESTIONS:

"A Kiss for Cinderella" (Betty Bronson)—Famous Players.

"Peter Pan" (Betty Bronson)—Famous Players.

"Old Scrooge" (Pictorial Clubs released by Pathe). (Based on Dicken's Christmas Carol.) (Three reels.)

PAL, ADULT, OR GROWN-UP— Which Are You?

BY MARY S. HAVILAND

Research Secretary National Child Welfare Association

"BETTY and I are just pals—just two girls together. George thinks I'm too indulgent with her, but I tell him that I want to keep *close* to my children. I'm *modern* and I don't believe in this old-fashioned idea of parental authority and obedience and respect. It shocks George when the children call me 'Margaret,' and contradict me, but I keep telling him I don't *want* my children to respect me as an adult; I want them to love me as a 'pal.'"

The would-be "pal" ran her slender, nervous fingers through the well-ordered ripples of her permanent wave and sighed. "I must admit that sometimes it's pretty strenuous," she continued. "And sometimes it means real sacrifice. Smoking, for instance. I never did like the smell of cigarettes and when Betty first started smoking, I was quite upset. But then I just took myself in hand and said to myself, 'Now here is a test of your principles. You have always wanted to 'keep hands off' and be a true 'pal' to your children. You have always said you wouldn't force obedience but let your children decide for themselves. Now here's your chance. If you start lecturing or arguing with Betty, she will draw away from you. You'll lose her confidence. She will no longer feel that you share her point of view.'"

"And so you took up smoking?" I inquired.

"Yes, but I never shall learn really to enjoy it. However, I always say that parenthood, if it means anything, means *sacrifice* and I am more than glad to make any sacrifice in order to keep my children's sympathy and friendship. It would simply *kill* me to have my children feel toward me the way Mrs. Steele's children do toward their mother. Why, do you know, Betty tells me that Margie Steele is scared to death of

her mother! She says—Oh, here comes Mrs. Steele now."

Mrs. Steele sailed into the little club-house lounge like an ocean liner entering an especially small and insignificant harbor. She was a tall, slender, fine-looking woman, reserved, well bred, coolly gracious, subtly dominant. Her grey eyes were a shade too keen for kindness. Her firmly modelled jaw was a bit too heavy to be merciful.

She approached us with tempered cordiality. "How nice to run into you both," she said. "I hope your little Betty isn't really ill, Mrs. Elder. Margie said she was out of school yesterday."

"Oh, no," smiled Mrs. Elder. "It was only that she was so tired after the Yale 'Prom.' She went with Allan Hunter and you know what a whirlwind he is. From what she tells me, I judge that she didn't get one wink of sleep from the moment she left New York until she got back two days later."

"From what she *told* you?" repeated Mrs. Steele. "You didn't go with her then?"

I thought I observed a faint flush mount from beneath Mrs. Elder's artfully 'school-girl' complexion, but she smiled with perfect sweetness as she airily replied, "Why, of course not. Betty is old enough to be trusted—she's seventeen. I don't believe in mounting guard over one's children. Betty hasn't a secret in the world from me. She and I are just 'pals'."

"Oh, indeed," murmured Mrs. Steele, "But in that case, I should think she would have been all the more anxious for you to go with her and share in her good time."

"Well, of course," countered Mrs. Elder, "I suppose she *would*; but you know chaperoning has quite gone out nowadays and, of course, I don't want Betty to feel that I am in any way poking or interfering in her

affairs. And I do think young people have better times when they aren't supervised. Of course, Betty loves to have me with her. We're the most perfect comrades."

"Of course," echoed Mrs. Steele's contralto. "Of course, I quite understand. You are perfect comrades, only that Betty doesn't like to be restrained by your presence when she is with a gay crowd."

"Well, er—, I didn't mean exactly that," said Mrs. Elder. "I er—, I believe that I ought to be going. Goodby, Mrs. Steele, Goodby. So glad to have had this glimpse of you both." And she fluttered away through the open doors and vanished in the crowds on the avenue.

Mrs. Steele shrugged her well-bred shoulders. "Pals indeed!" she exclaimed. "Really, for a clever woman, Mrs. Elder is the most unconscionable fool I've ever known. Betty is naturally a nice child, but she does exactly as she pleases and she pleases to do a great many foolish things. As for her having no secrets from her mother, her mother is the only one who *doesn't* seem to know how Betty is carrying on with that young Hunter. Mrs. Elder is going to have a tragedy on her hands one of these days. I'd just like to catch Margie going to a 'Prom' unchaperoned."

"Did she go?" I asked.

"No, she didn't. I suppose I'm old-fashioned, but I intend that my daughter shall be properly chaperoned or else remain at home. 'Old enough to be trusted!' Absurd! No girl is old enough to be trusted! My daughter may not have a 'pal' in me as that ridiculous woman claims, but she certainly has a protector and someone to decide what is right and wrong for her. A girl doesn't need a 'pal'; she needs an adult woman to see that she goes with the right sort of people and does the right thing. I don't blame Betty. I blame Mrs. Elder. Thank heaven Margie and I are *not* 'girls together.' Margie is an innocent, obedient child and I am the adult whose business it is to direct her. 'Pals,' indeed!" And with something as near a snort as her dignity permitted, she gathered up her bag and gloves and departed.

"Now which is right?" I mused. "Betty

certainly *is* getting pretty wild and Margie seems almost too docile. I wonder whether either of their mothers really knows what her girl is thinking about. Which ought a mother to be, a 'pal' or an adult?"

"A penny for your thoughts!" said a laughing voice and onto the divan at my side sank Mary Jane.

"Of all my young friends, Mary Jane is my favorite. I don't know whether it is her wide, clear gray eyes, or her straight, graceful young figure, or the fascinating way that her nose wrinkles up when she laughs—and she laughs a great deal. But whatever it may be, Mary Jane certainly 'has a way with her'."

"Mary Jane," said I, "Which would you rather have for a mother, a 'pal' who joined in doing everything you did, or an adult who told you what you ought to do and then saw that you did it?"

"I wouldn't be hired to have either," laughed Mary Jane.

"But wouldn't you have to have one or the other?"

Mary Jane shook her dark curls emphatically. "No indeedy!" she rejoined. "I know, because I've got a mother that isn't a 'pal' and isn't just an adult—she's a grown-up."

"Oh?" I vaguely inquired.

"Yes, she isn't a 'pal' because she hasn't bobbed her hair and she doesn't smoke and she doesn't care for bridge and she isn't strong enough to do anywhere near all the things—really jolly things—that girls like to do. And she isn't just an adult because she remembers how she felt when she was a girl. She remembers how much she loved dancing and pretty things and even silly, nonsensical things. She hasn't forgotten how wise she used to think she was and how she resented being bossed and treated like a child. She knows just how I feel and when to advise me and when to leave me alone. Oh, no, she's not just an adult."

"Then why do you call her a 'grown-up'?"

"Because that's what she is. She has grown *up*. She's grown to a higher plane than any of us young folks. She has gotten up to a place where she can see a lot

further than we can, so that we respect her judgment. She has gotten up to a place where she can reach down and help us as we struggle upward. Oh, you can't think"—and the wide gray eyes grew wider and darker—"You can't think how glad I am to have a *grown-up* mother, so that I can look up to her and she can help me to come

up to her level instead of her staying on a lonely peak like Margie's mother, or coming down to my level, like Betty's. I have lots of rattle-headed girls to be 'pals' with me and plenty of adults to tell me what I ought to do and try to make me do it, but the one thing I simply can't get on without is a *grown-up* mother!"

A Little Picture With a Big Story

BY ELIZABETH COLE AND HELENA LORENZ WILLIAMS

"But is the old, old Christmas gone? Nothing but the hair of his good gray old head and beard left? I will have that, seeing that I cannot have more of him."

Hue and Cry after Christmas.

WHAT pleasant old customs people used to have at Christmas! Washington Irving's Christmas stories in the *Sketch Book* breathe the spirit of the good old-fashioned Christmas. Who has not lamented with him because society has taken on a shallower, more sophisticated tone and cannot enter so wholeheartedly into the simple good fellowship of those former holiday seasons? Then the joy of a merry Christmas meant the joining of peer and peasant in celebrating together the Saviour's birth. The yule log, the holly and the mistletoe, the games, the country dance, the flowing Wassail bowl, the groaning Christmas dinner table, the simple church service, the Christmas carol singers and above all, the simple sociability of rich and poor alike, all contributed to the charm of Christmas in the "good old days."

Now our holiday season is made up of hurrying about from shop to shop to make purchases for friends and family, worry lest Aunt Mary's gift, more costly than Cousin Anne's, will cause dissatisfaction, the hurried decoration of the Christmas tree, and in general an agitated feeling of excitement. There is little peace at Christmas in this dashing generation.

Yet that is what Christmas really stands



for—"Peace on earth, good will toward men!"

"At Christmas be merry and thankful withal.
And feast thy poor neighbors,
the great and the small."

sang the Christmas wafts outside the windows in former days. In groups of three they used to go from house to house playing and singing to the townspeople. Then as their music died away in the distance the listener would drop peacefully off to sleep with the sweet Christmas music lingering in the air.

In memory of that pleasant custom, the 1926 Christmas seal depicts three medieval Christmas carolers. They call to mind the former days and symbolize the true Christmas spirit that unites rich and poor at this season of good will. At the same time they serve as messengers of health.

With increasing persistence doctors everywhere are admonishing the well and the sick to "rest." At the same time, the number of people who invent machines to register the degree of noise at congested street corners and in subways is on the increase. This would seem to indicate that the confusion and nervous strain of modern civilization is still growing, and ought to be guarded against.

At this time of the year most of us are taxing our energy to meet the rigors of cold weather and of holiday shopping. And in

our haste we are apt to forget the doctor's warning until we need him for something more serious. The belief that eight hours' sleep nightly is sufficient to rest the body for its daytime demands, no matter how strenuous these may be, is only partially true. Nervous systems vary according to physical make-up and according to the mental problems that arise in one's life. Often the body needs complete relaxation for at least a few minutes several times a day. Unfortunately, many of us have forgotten or perhaps have never learned how to relax. Our nerves and muscles are tense and a hundred thoughts fly through our brains, even while we imagine we are resting or enjoying ourselves at some diversion. Neither can we dismiss our business and domestic problems from our minds when we go to bed. The result is a fitful slumber, tumbling and tossing, dreams and nightmares; and the next morning, exhaustion instead of a fresh supply of energy.

A health authority has said that "We should rest subconsciously 24 hours a day,"

meaning that we should relax our nerves and free our minds from worry even while we are doing a hard day's work. As a matter of fact, we can work far better when we do that. Worry, as we should all know by now, is a great breeder of sickness.

The National Tuberculosis Association and its affiliated state and local associations, whose work is supported by the funds from these penny stickers, would remind everybody that the old, old Christmas is *not* gone. The true Christmas peace and happiness which can come only when the world is rid of sickness, is in the hearts of everyone who decorates his Christmas mail with the three gay health singers.

The Association, in its campaign for better public health, lays special emphasis on rest, not only for the cure of tuberculosis but for general disease prevention. Its nineteenth annual sale of Christmas seals, for the purpose of carrying on this and other phases of its work, will be conducted throughout December.

The Declaration of Geneva

I

*The Child a birthright shall inherit
For natural growth in flesh and spirit.*

II

*The Child a-hungered shall be fed,
The sick child nursed and comforted,
The backward child with patience led;
The erring shall be claimed from sin,
The lonely child bereft of kin,
Unloved, shall be taken in.*

III

*In dire catastrophe and grief
He shall be first to have relief.*

IV

*Betimes the way he shall be shown
To earn his bread and stand alone.
None shall exploit him, yet ungrown.*

V

*And this, his trust shall be defined:
The best of him, of heart and mind,
Is at the service of his kind.*

(Done into English verse by Ethel Sedgwick.)

AND NOW COMES POSTURE

BY LENNA L. MEANES, M.D.

Medical Director Women's Foundation for Health

"**B**UT I am tired all of the time. I don't want to do anything. I have indigestion; I can't sleep—I am worried because I have lost my job. Nobody cares what becomes of me! And I don't care myself!"

She was only twenty but she looked forty.

"Yes," said the doctor sympathetically, but cheer up! I have not found one thing wrong with your heart, or your lungs, or your kidneys—nothing at all of disease about you."

"That's just what they all say—and yet look at me! I can hardly drag. I'm just down and out—that's what I am!"

"Of course you are—but you aren't going to stay that way. Come with me."

The girl, wide-eyed, followed the doctor into the next room.

"I want you to wait here," said the doctor, "I have given you only half of the examination—the medical half, and I have found no indications of disease, as I have told you—but, as *you* have told *me*, you are miserable and you *do* look it! Our director of physical education will finish the examination. After that, come back to me."

The next half hour told that girl plenty, the beginning and ending of which hinged on the way she had thrown her body out of plumb in walking, standing, and sitting. Her body and the organs inside that body, nicely balanced by nature, had stood all that they could or would from her careless, lazy way of carrying herself. If she didn't care how she looked or how they felt, let her take the consequence. And she was taking it! Mentally and physically, she was paying the price of poor posture.

"Well, what about it?" asked the doctor

Strong, straight, vigorous bodies—characteristics of good posture—challenge us from oil paintings and groups of statuary where the artist is expressing victory, success and joy. On the other hand, drooping, weak figures, ugly and distorted bodies—characteristics of poor posture—tell the story of failure, grief or crime.

Harriet Wilde, Specialist,
Individual Exercise and
Posture Education.

when the girl came back to her. "Are you game to pull yourself out of this—or are you not? If you obey the rules you can be as good as new—better than you ever have been, if you have backbone enough to follow our prescription. It is all up to you."

"Try me!" the girl answered grimly.

The girl was game. Two months of individual exercise for correcting her miserable posture, two months of careful diet, two months of regular habits—simple habits of sleeping, eating, free elimination and two months of vigorous, relentless scoring herself about her part in keeping the wheels running smoothly in her work, her home, and among her friends, all under direction—and then what happened? It was November when she first went to the doctor. In January she walked out of the same office with a swinging, easy step, head up, back straight, eyes clear and fearless, a new job already secured ahead of her to try her metal. Again the world was hers.

This is a true story.

And, a story to be heeded; for posture is always with us—like the air we breathe! And like that air, it may be either good or bad. The day has long past when we thought of posture only as "throwing our shoulders back," or "holding our heads high." There were days—you and I lived through them, perhaps, when small Dick's ears were hit day in and day out with the command—

"Straighten up! Lift your feet when you walk!"

Or when small Molly turned on us grieved,



hurt eyes when she heard the voice of authority saying—

"Sit up straight. Child, you are getting all stooped!"

Thanks to the new day that has dawned for the Mollies and the Dicks, even they know that the story of posture has not half been told if it stops short with how we look when we stand or sit. Because it is so far-reaching in effect, suppose we talk this matter of posture all over again—even if we do know about it. First, we should have a common understanding of the term posture, since from infancy, to and through the last lap of the allotted three score and ten years, it is a thing to be reckoned with in obtaining and maintaining real health. It is not a thing belonging alone to the years of rapid growing; it is not a thing belonging alone to the years of old age; it is just as much a help or hindrance in the years between these extremes. One definition that we like is: "Posture is the habitual attitude of the body." We like this definition because nothing becomes habitual with us unless we acquiesce in its becoming so.

And as we said before, posture is like air, either good or bad. Good posture is the normal position of the body, a position holding all parts in the nice balance intended by nature; good posture gives us poise in our bearing; and, by reaction, poise of the body gives us poise of the mind and assurance in ourselves. Poor posture, on the other hand, is abnormal in that it is a departure from the normal position necessary for the body to move easily and to function naturally; it means a lack of balance for the body; it means a corresponding lack of poise of mind and belief in ourselves.

Good posture is attended by a right royal train of followers, such followers as befits a vital personality. Among those are a firm, straight skeletal frame; firm, flexible, good toned muscles and ligaments; good circulation, digestion, assimilation and elimination; and a fine chance for the internal organs to function as they are meant to function.

On the other hand, poor posture has an appalling lot of ailments shambling and scrambling in its wake. Here we find

indigestion, constipation, cramps, fatigue, lack of endurance, frequent colds—among the physical handicaps; and, even more lamentable, we find in addition: irritability, awkwardness, self-consciousness, a sense of inferiority—all of them mental qualities detracting from the expression of a possibly fine personality.

How are we going to find out where we stand in this posture business? Mollie and Dick of our early days knew from the stern voice of their elders that they were pretty generally trailed about with poor posture, only they did not call it poor posture. They just knew they were "stooped"—"round-shouldered"—or likely to be if they continued in their lazy ways. Now that Mollie and Dick have grown up and have families of their own, or perhaps, are teachers of still other Mollies and Dicks, or, again—perhaps—leaders in business and community interests, who is calling out to them to "*Straighten up!*" No one has, until very recent years. Now the voice of authority is calling, and calling with emphatic repetition to the Mollies and Dicks of adult life, to look to their posture—to the normal carrying of their bodies—to "straighten up" not only their shoulders, but their whole bodies, and with that straightening to rid themselves of the vicious tipping hither and yon of the internal organs, as well as the mental quirks and gloom that stand in the way of a healthy attitude toward life. This voice is the voice of positive health. If you want that health—pray, take heed! And who does not? Of course, everyone wants it more than any one thing in life.

The girl of our story finally found her way out. The first step on that way was the health examination. The blanks of the Women's Foundation for Health devote fully one-fourth of their space to posture. If you have had an examination based on these blanks, you know where you stand, but what is far better you know how to get from where you are to where you want to be! You will know that the road between is no easy road to travel—it will be much the same road as that travelled by the girl of our story—but if you are "game" you

have said to your physician as she said to hers—"Try me!"

Of course there is the same old difficulty. Your community may not as yet have a health specialist with a director of physical education associated with him. But again let us make the demand.

In the meantime, take a side view of yourself in the next full length mirror that you pass. See whether you head is erect; your neck erect and free from tension; your chest broad, deep, and forward of the abdomen; the abdomen slightly rounded and firm; the shoulders level and free from tension; shoulder blades level and fairly flat; hips level and of equal prominence; back normally curved; spine straight and flexible; pelvis with a normal tilt; weight held directly over the longitudinal arch of the foot; legs straight; feet parallel. If you can find all of these characteristics in that mirror, draw a long breath and be proud. For they are the elements that go to make up good posture.

Suppose the mirror shows you nothing of the kind, or only some of these points, what then? Try standing with the feet parallel, and as you stand, grow tall from the arches, up through the trunk, pushing toward the ceiling, keeping the shoulders and chest relaxed. It will be quite amazing to see the body grow erect, the head held high, the whole personality of the reflection in the mirror become full of energy and force.

Stand with the feet parallel! the directions now begin with the feet instead of "throw the shoulders back." The interpretation of the Foundation blank given in Pamphlet One of the Positive Health Series says, in connection with correcting posture, "begin with the feet and work upward through the legs, knees and trunk to the head." Well, suppose we *do* begin with the feet. Are our arches in good condition? Are our tendons flexible? Are the toes straight? Is the large toe-joint good? Are these willing, hard-working members of the body free from pain? Back in the days when Mollie and Dick were young they, probably, could claim all of these things for their feet. What has happened in the years that have passed between childhood

and adulthood? Poor shoes—chiefly; for Dick and Mollie who once wore shoes which followed the line of the normal foot are now trying to make that same foot follow the abnormal lines setdown, not by nature but by fashion. Especially the grown up Mollies.

The first step in good posture then is to see that we are shod in correct shoes. The Foundation's Technical Committee on Shoes has established certain requisites for good shoes which are not difficult to understand; neither is it out of the question to find shoes complying with these requisites, which are as follows: Straight inner line, conforming to the shape of the normal foot; room for free action of the toes; flexible shank; low heel; preferably, low cut.

Since the atrocious high heel of today's fashion tends to shorten the muscles of the back of the leg, anyone is likely to have trouble who changes from the high to the low heel too suddenly. Go gradually, in the reformation, and take foot exercises to restore the legs and feet to their original strength and suppleness.

Properly shod, let us proceed. How do you walk? Toeing out, toeing in, or straight ahead? The last is the only possible way to keep the body plumb.

With the feet being exercised, with the proper shoes on them, with right regard to the way we should walk—with proper exercises to bring back the natural muscle tone—all balanced by right diet, habits, recreation—what can we not do to restore the crooked body and mind to a straight body and a straight mind. The joy of this matter is that no one is too old; no one is too young to pull up and out of the slump of poor posture. Age is no alibi for poor posture. Harriet Wilde, Specialist in Posture and Health Examinations, in New York City, says—"I have examined and treated faulty posture from fourteen months of youth to seventy-four years of age with encouraging results."

Are we game?

GROUP DISCUSSION

1. How many in the group measure up to the requisites of good posture?

2. Among those who do not, how many confess to one or more of the ailments which may grow out of poor posture?
3. Give out the requisites of a good foot and of good shoes. Let each member check the good points she thinks she can claim for both feet and shoes. Collect the cards and report total number of good feet and good shoes.
4. How many stores in your town carry the type of shoe described as correct? Get your Director of Physical Education to bring to the meeting several samples of such shoes.
5. How many confess to toeing out? How many walk correctly, that is toeing straight ahead?
6. Count the number out of groups of ten between this meeting and the next and report the average who have good posture. Do the same for good shoes.
7. Write to the Women's Foundation for Health, 370 Seventh Avenue, New York City, for a full list of material with prices. If special information is desired concerning foot exercises and exercises for correcting posture, the list will be checked to indicate what you need.

How the Junior Safety Patrol Functions

BY MARION LA VERNE TELFORD

PART II

THE patrol system can be adapted to a variety of circumstances, except where traffic is so heavy that no regular breaks occur in it during which pedestrians may cross the street in safety. In such cases junior safety patrols work in conjunction with, or supplementary to, traffic police or automatic signals which must provide the necessary control of traffic. It is always the function of the patrol to direct the child pedestrians. He does not control vehicular traffic. The control of such traffic is the work of the police department.

Where traffic control is not necessary, the most common method of using patrols is to designate certain of the older children to direct or escort younger children across the street during the intervals naturally occurring in the vehicular traffic. These patrols direct the children to gather in an orderly group at the cross-walk and to remain there until the patrol decides that there is a break in the vehicular traffic of sufficient length to permit the group of children to cross the street in safety. Patrol Number I stands on the curb watching for

Miss Telford is a Field Secretary of the Education Division of the National Safety Council. In November she told how the Junior Safety Council operates.

a break in traffic while Patrol Number II lines the children up in column of twos. When Patrol Number I is ready to have the children cross the street,

he precedes them to the center of the street, holding the flag at an angle of forty-five degrees. When the group of children has crossed the street, the patrol returns to the cross-walk from which he came.

Meanwhile, Patrol Number II has stepped to the curb in the position first occupied by Patrol Number I, and is watching for the next interval in crossing. Patrol Number I returns to the curb and lines up the children. Then Patrol Number II precedes them across the street as Patrol Number I had already done. In this way the two patrols alternate in directing the children. The work can be expedited by marching the children from the building to the intersection in columns of twos.

Where the exits of a school building are so located that the children reach the sidewalk between intersections, it is sometimes wise to place a patrol on the sidewalk at the exit from the building. It is the work of this patrol to direct the students to the

intersection and to see that they do not cross the street directly opposite the exit.

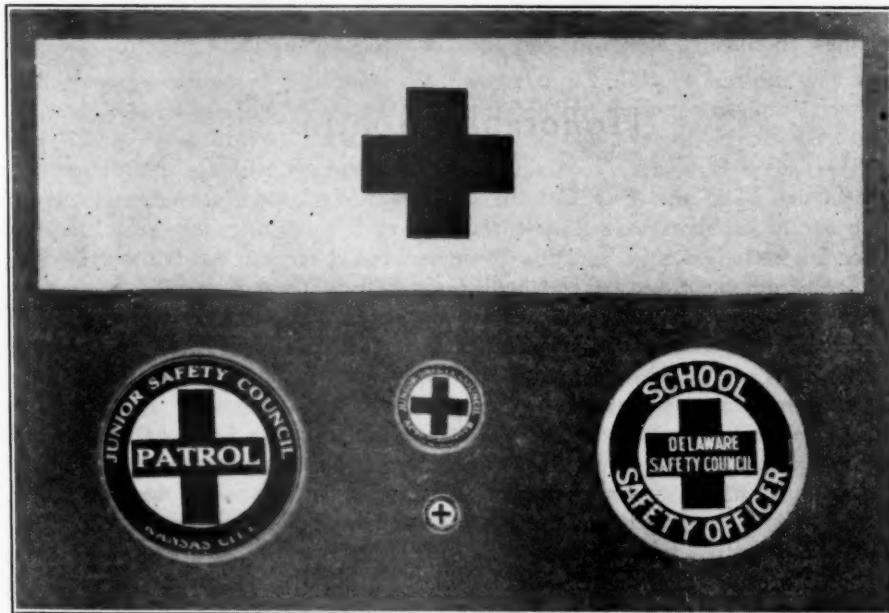
Children living some distance from the school may have two or three dangerous streets to cross before reaching home. In such cases the patrol system should be extended. The children can meet in a specified place upon dismissal, be placed under the care of a competent patrol, and be conveyed across the last dangerous street. Upon returning to school at noon they should gather at a specified place and proceed to school under the direction of the patrol leader. Variations of this suggested plan can be made when necessary. If portable slow or stop street signs are used to designate the approach to schools, patrols may have charge of them.

The choice of patrols may be left to members of the school faculty or the children active in safety work may be allowed to select them by vote. Generally speaking, the older children in the school should be chosen as patrols.

The equipment required to maintain a junior safety patrol system is merely inexpensive insignia which designates the members of the patrol. The flags which patrols carry are usually about eighteen inches

square and tacked to a stick about three feet in length. Patrols of several cities use red flags donated to them by local utilities corporations. Flags purchased specifically for this purpose are commonly half green and half yellow. The colors are separated on a diagonal line from corner to corner. Green and white are the recognized safety colors but a half-white flag soils easily, hence yellow has been substituted in its place. These flags are held so that an approaching motorist may see the patrol plainly. They are not used to flag motorists but merely as an additional warning that a group of children are about to cross the street.

Patrols should be supplied with arm bands or buttons. Arm bands have a natural advantage over buttons in that they are naturally worn in a conspicuous place. To be conspicuous a patrol button must be large and bunglesome. Perhaps that is why so many boys fail to resist the temptation to pin them to their belts or under their coats. Some adequate means should be provided to fasten arm bands about sleeves. Pinning them on with a common pin is an easy but a foolish thing to do. There is no place for a common pin in the wearing apparel of a boy.



The Flag and the Insignia

The interest of Mothers' Clubs and Parent-Teacher Associations is of immense value in maintaining a successful junior safety patrol system. Patrols like to have their work appreciated, and parents and teachers can do much by an occasional expression of the appreciation they feel for the unselfish, kindly patrols who in sunshine and in rain assist small children safely on their way to school.

Parent-Teacher Associations can supply patrols with insignia. The cost of flags and badges is insignificant to an organization of adults, but important to an organization of children. Mothers can not only hem the flags but can see that they are washed whenever necessary. I know of one city where mothers themselves alternate as patrols at the street intersections near the neighborhood school. If they are willing to do this, they should be only too ready to co-operate and assist the school children who have shown themselves entirely willing to do the work of safety patrols.

Perhaps it is as individuals rather than as members of an organization that the parents and teachers of any school or city can be of most value in the prevention of traffic accidents to small children. It is difficult to understand a mother or a teacher who fails to obey traffic rules, particularly traffic rules specifically designed for the

protection of school children. Mothers should not drive on the wrong side of the street to load or unload their children. They should not swing the car door open and allow children to step out into the street.

Last year I met with the school safety committee of one of our larger American cities. The Parent-Teacher Association was among the organizations represented on that committee. I was startled by the statement of the organization's representative on that committee that much of the difficulty with motorists near schools was with women drivers, many of them mothers and members of local chapters of the Parent-Teacher Association. The criticism is one I have never been able to grasp. I am fully convinced it is not typical of the average Parent-Teacher Association membership.

The foregoing comments on junior safety patrols are presented with the admission that it is difficult to put one's finger on the accidents which would not have occurred in a given city had a patrol system existed, or to point directly to accidents which have been eliminated by the existence of patrols. It is significant that those cities which are seemingly most effectively fighting accidents to children are those which have junior safety patrols as valued and respected workers for accident prevention.

Honorable Mention!

MY DEAR EDITOR:

Neosho, Mo.

YOUR article in the July CHILD WELFARE MAGAZINE served as one of our program numbers at our first Parent-Teacher meeting this year. It would seem a little late for "Vacation Business," but it worked hand in hand with the other paper from the August magazine, "How Safe is Your School?"

I am chairman of the Program Committee; and this summer, when reading these articles, I fairly shuddered when I realized that out of our four grade schools and one high school, not one of them is equipped with fire escapes, and that the grade schools do not have even fire extinguishers!

After these papers were read, a committee of three of the fathers from our school were chosen as a Safety Committee. The duties of this committee were to investigate the condition of school chimneys, to find out if rubbish had been placed in the basement, and to go before the School Board to try to secure fire extinguishers. If the extinguishers are secured for our school—the M. E. Benton—in all probability it would mean that the same equipment would be placed in all the schools in Neosho. Last spring, at the request of the Parent-Teacher Association of our school, the City Council placed in the streets three splendid markers, "School! Go Slow!"

Recreation Safety in Winter Sports

BY J. W. FAUST

National Chairman of Recreation

"PLEASE, Ma'am, we got them." A small mitten hand laid a bit of paper upon the desk of the recreation superintendent in Port Chester, N. Y. A series of numbers interspersed with X's had been painstakingly penciled on the page, torn from a school blank-book. Could it be an arithmetic problem, or perhaps a crossword puzzle?

Joseph shed light on the matter. "Those are the cars what got through," he announced. "Eddie and me told them the hill was closed for coasting, but they wouldn't pay attention. So we copied down all the license numbers."

The police commissioner, as well as the recreation commission, proved to be with the young safety scouts. The few disgruntled drivers who had removed the barriers and lanterns did not repeat their offense when they realized that the idea back of this "new wrinkle" was saving child lives.

Progressive cities no longer issue such edicts as "Coasting on any street strictly forbidden," dodging responsibility for accidents by depriving childhood of its right to healthful outdoor play. They are making winter sports safe by setting aside hills and vacant lots for coasting, guarding skating places and building slides. Through public recreation, directed the year round, children in many cities are enjoying a maximum of winter fun with a minimum of danger.

Wilkes-Barre, Pa., reported last winter that it had not had a single coasting acci-

dent during the last two winters, when the local Playground Association has been supervising coasting. Attendance on the protected coasting hills for the two seasons was more than 70,000.

Eight hills on city streets were completely closed to traffic from 4 p. m. to 10 p. m., having been selected so as to make this possible. Barricades with red lanterns were placed at the top and bottom of each hill and at all cross streets. A contractor donated the barricades and the street department placed them and kept the lanterns filled. The police, who were assigned every day to each hill during coasting hours, put up and removed the barricades.

On one of the hills was a dangerous trolley crossing. Here a man was stationed constantly during coasting hours. He worked out a set of signals with which he familiarized every motorman on the line. All trolleys stopped and waited for the signal to proceed.

The biggest problem proved to be getting the coasters to use the protected hills instead of some of the unprotected ones, which were faster. This was overcome by covering the unprotected hills with ashes and by constant publicity asking parents to send their children to the protected hills and putting the responsibility up to them. The hills were so selected that no child would have to walk more than a few blocks in any part of the city.

In Newburgh, N. Y., traffic on cross streets was stopped and ashes were placed at the ends of the hills to keep the sleds

from running out into a street which has very heavy traffic. Last winter, six hundred persons a day used the three protected hills and not one accident was reported, though accidents had been almost a daily occurrence before the cross streets were blocked off.

The Department of Recreation in Portland, Maine, has eliminated much of the danger of coasting by building slides on vacant lots and shutting off from traffic hills which have few intersecting streets. A belt of sand placed at the end of the street stops the sleds.

Recently Nashua, N. H., secured year-round recreation leadership and for the first time in its history was able to boast no drowning accidents from skating. The Recreation Commission had provided adequate lighting and careful supervision of all skating areas.

Many cities provide for certain park areas, playgrounds or vacant lots to be flooded for skating during skating weather, thus avoiding much of the danger. Information on the safe skating areas is posted in the City Hall and announced through newspapers.

Directions for construction, banking, sprinkling and freezing the artificial rink may be obtained from the Playground and Recreation Association of America, 315 Fourth Avenue, New York City.

Those who must work during the day are entitled to safe sport in the winter outdoors—hence the need for lighting skating rinks at night. Many cities prefer flood lights placed where they will illuminate the entire surface. Good lighting effects have been secured with cables strung at intervals of fifty feet across the rink, carrying strings of incandescent lights of ordinary size.

If possible, it is well to provide a track for speed skaters separate from the general skating rink. This should be measured off and constructed so as to have wide curves. A quarter mile track is a convenient size. A smaller rink for those who wish to do fancy skating is also worth while. If hockey is played, a separate rink is very essential, as general skating is apt to ruin the ice for the game.

In running races on a rink, boxes or barrels may be placed in each corner and a flag tacked above each. The distance around is fixed by measuring around the rink fifteen feet from the boxes. In conducting a race, judges should be placed at each corner to see that the boxes are not touched.

With the discovery of the joys of winter which communities have made during the last few years, toboggan slides and ski jumps, as well as skating rinks have been springing up lately by the score. The joy of whizzing down a slide at a speed of sixty miles an hour may be easily imagined. However, the joy is lacking if the toboggan turns out to be unsafe. The following items are important in toboggan and toboggan slide construction.

1. Make the trough of proper width—if too wide, the toboggan may lurch from side to side and possibly jump the track.
2. Make the out-run level, thereby preventing the toboggan from upsetting. It is a good plan to build banks of snow the same width as the trough or continue the sides of the chute on the out-run.
3. Use good wood in construction of the toboggan, thus avoiding danger of slivers.
4. Make sides of trough high enough so that the toboggan will not jump the track.
5. Have trestle work strong and solid, thereby avoiding constant vibration.
6. Build entire slide straight. Curves in a toboggan slide give a chance for the toboggan to go over the sides. This construction is never satisfactory.
7. Have crossbars near enough together to avoid vibration and strain on the bottom boards.
8. Keep the chute from becoming worn—a condition which causes the toboggan to bump up and down.
9. If the slide is too icy—therefore too speedy—mix equal parts of sawdust and sand and spread to slow speed.
10. Thought must also be given to runway after leaving wooden slide—a clear track with no trees, poles or fences.

To have the chute in good running order, the ice in it must be smooth and keen. It is best prepared by filling the chute with snow and beating it down firmly until a layer about two inches thick is formed in the bottom. If the temperature is favorable, this should be sprinkled until it forms a keen, icy surface. After a few days' care and cold weather the condition of the chute will improve. Should holes form in the ice, they may be patched with snow sprinkled until it forms a slush and beaten smoothly into the holes.

Every toboggan should be started by an

official starter, who will see that it is not overloaded. Those who slide should be warned against standing or kneeling on a toboggan, or putting hands and legs out at the side.

If it saved only one life, the care taken in safeguarding winter sports would be justified. Also, the health value to the community in promoting safe winter play is unbounded.

Every town and city owes its children, after their day of confinement in the schoolroom, a chance for active, carefree, play in the outdoors.



The Recreation Congress

THE use of America's leisure time was the theme of the Thirteenth National Recreation Congress of the Playground and Recreation Association of America, which met in Atlantic City, October 18-22. Leaders in many fields discussed the problem of the added hours for recreation afforded by the present eight hour work-day and by the promise of a forty hour week which organized labor has set as a goal.

Though agreed that this increased leisure time, unless constructively occupied, may be a menace rather than a blessing, the congress viewed the situation with optimism. Typical programs of public recreation which were reviewed at the convention indicated that in 748 cities a solution is in process through play spaces and recreation leadership provided by the community. Twenty years ago the public recreation movement in the United States meant little more than the children's playgrounds which had been adopted by forty-one cities. Now it has expanded to include athletics, social recreation, music, art, drama and handcrafts for adults. Camping, nature study and outdoor life are more and more promoted by municipal departments of recreation.

The Congress considered leisure in its relation to the fundamental institutions of life—the home, the church, business, labor, education and government. In several sessions, the need of educating both children and adults for a satisfying use of their spare time was stressed.

The Congress practiced what it preached by participating in active play. Old American games and dances were revived. Daily classes in community drama, community music, games, handcraft and social recreation, conducted by national experts in these subjects, gave delegates practical information to carry back to their communities.

Among the speakers were:

George Barton Cutting, President of New York University.

Rt. Rev. Wm. T. Manning, Bishop of New York.

Rabbi Hillel Silver, of Cleveland, Ohio.

Colonel Theodore Roosevelt.

Mrs. A. H. Reeve, President, National Congress of Parents and Teachers.

Joseph Lee, President, Playground and Recreation Association of America.

Dr. Charles Platt, President, National Probation Association.

Hon. John G. Winant, Governor of New Hampshire.

Books for the Pre-School Age

BY LOUISE SINGLEY

Director of Work with Children, Kalamazoo Public Library

"Let the nursery troubadour always tell a story that a grown up might enjoy."

—W. L. George.

BABYHOOD is the time to begin to give the child good picture-books. Baby tries to imitate all his world so full of wonder and interest, and "my baby is my greatest moral policeman for he mimics me so closely," says the mother coming for suggestions. We realize all too forcibly that the first seven years of a child are the most impressionable, and the ideas then made will have a tremendous influence on the future development of the child throughout his life. What great care and discrimination should be given to the choosing of pictures, rhymes and stories that are to be introduced to the child at this, his most imitative age!

Children have a natural good taste in the choice of pictures and color, before this is perverted by the bad taste of some misdirected grown-up. Real beauty, art and merit are not so easy to find, and there cannot be too much of these in the books that are to become little children's companions. Artistic coloring, clearly and sometimes vividly done; good accurate form in simple lines, and not too much detail; worth while content and text with some contribution that will broaden the child's outlook; all these one looks for, and one hesitates long before deciding among the great mass of material that comes to one's attention.

The variety and beauty of the world, so full of wonder; descriptions of children of other lands and other customs, as well as of our own, that so fascinate any child; the life and habits of animals, birds, insects, etc., introducing the charm of the natural world with sympathy and truth in order to stimulate an interest and understanding that will create intelligent sympathy and love for them; these are some of the topics that have formed a background for many delightful and clever books for these early days. Quite often these are funny and

impossible in incident, although accurate and scientific as to habits and detail, but this humor of incident the child quickly appreciates and enjoys just as he feels the "let's pretend" of the fairy story. One must flee the sentimental hodge-podge, however, that succeeds neither in giving scientific truth nor an artistic story and results only in confusing the child. This type reminds one of a critical summary of the boy mentioned in Miss Moore's "Roads to Childhood," who said, "Yes, I think my teacher would like that book because it seems like a geography trying to be a story."

To gain a true perspective, we review with repeated pleasure the picture books and stories that have stood the test of years, those of Caldecott, Kate Greenaway, Boutet de Monvel, Walter Crane, Leslie Brooke, Beatrix Potter. We are also truly grateful for the more recent work of Arthur Rackham, Willebeek Le Mair, Boyd Smith, E. V. Lucas and F. B. Bedford, Charles B. Falls, Jessie Wilcox Smith, Blanche Fisher Wright, Félicité Lefèvre, Willy Pogany and Kay Neilson.

Among the very recent books for the very little ones that are outstanding is Margery Williams Bianco's "Poor Cecco," the delightful adventures of a little wooden dog and the other inhabitants of a toy cupboard. Full of irresistible humor and wit, with inimitable tales of the Toad, the night-watchman who declares "I have too much to look after and that's what it is. It keeps me on the hop the whole time"; and of Cecco and Jensina, the doll, discussing the mysteries of the man called R. F. D. "But why is he called R. F. D.?" Poor Cecco asked. Jensina thought a moment "R. F. D. means Rides for Dolls, of course. Every one knows that." "It might mean Rides for Dogs," said poor Cecco, who didn't see why Jensina should have it all her own way. There are illustrations by Arthur Rackham.

Also by the same author "The Little Wooden Doll," illustrated by her daughter, Pamela Bianco, (before she was 12 years old), presents an appealing story of a little wooden doll that is a perfect story for a small child. The spiders, flowers, mice and moths all lend their magic to help dress this doll in the very finest and most delicate frock. It is a story that would charm the little ones and linger in their minds.

The "Velveteen Rabbit" by the same author has long since become a favorite for the small children.

Then Margery Clark's "Poppy-Seed Cakes" with fascinating colorful old-world pictures by Maud and Miska Petersham, provide a rare pleasure for grown-ups to share with the little readers. Gay stories and pictures of Andrewshek and his feather bed, Erminka and her red-topped boots, and the rare understanding of Auntie Katushka and Uncle Anton, with the poppy-seed cakes party for all the animals at the end, constitute a book that is much loved by many small children.

Jack Roberts in "The Wonderful Adventures of Ludo, the Little Green Duck"—has produced a tale of real originality and fun. Ludo, because he is different, decides he is destined for a great career and travels from Normandy to Africa to find it. Also, ingenious pictures and a delightful map record his adventures in a captivating way.

Félicité Lefèvre's "Little Grey Goose" illustrated by Freda Derrick is similar to the favorite "Cock, the Mouse and the Little Red Hen," and is a nonsensical, cumulative tale for the nursery. The simplicity of the pictures make it very delightful for the very little ones.

Margaret Baker's "The Little Girl who Curtsied" is a little story cleverly written showing that kindness to others, including the birds and animals, brings its reward. It reminds one of folk lore. The attractive black and white silhouette illustrations by the author, similar to the "Black Cats and the Tinker's Wife," add much to its value.

Dorothy Rowe's "Rabbit Lantern" illustrated by the Chinese artist Ling Tui Tang, are charming stories about Chinese children

that will delight a child of seven. The author has keen understanding of childhood and although these are realistic stories, there is an unusualness of setting and a folklore element that charms one throughout. The colored illustrations present special charm.

Helen F. Orton's "Little Lost Pigs," presenting a picture of farm life, Ethel C. Phillips' "Pretty Polly Perkins," about a charming old-fashioned rag doll that succeeded in acquiring three mothers, Eleanor Verderey's "About Ellie at Sandacre," an account of the happy everyday life at the seaside, Eleanor Whitney's "Tyke-y," telling of puppy life from the puppy's own standpoint, and illustrated in silhouettes, Gertrude Kay's "Adventures in Our Street," with attractive pictures by the author in color and in black and white, and Eleanor Youman's "Skitter Cat," presenting the lost kitten's contact with the wood animals, are all simple, child-like, realistic stories, full of natural interest, that the young reader from four to seven will enjoy.

We sometimes forget that among the valuable contributions of the fairy and folk tales, are not only the strangeness and magic that stimulate the imagination and develop the spiritual side of the child, but a definite attention to peoples of other lands. This will tend to produce sympathy and comprehension of other points of view outside the child's own. We know so well that we must begin with the earliest years to develop this best type of international understanding and sympathy.

Among the recent productions that arrest attention for the smaller children are Veronica Hutchinson's "Chimney Corner Stories"—a collection of sixteen tales that retain rhythm and repetition, and that are unquestioned in favor and value to children, such as Henny Penny, Cinderella, etc. The illustrations by Lois Lenski have simplicity with delicate humor and attractive color. Large print also makes it valuable for the young reader.

Alberta Bancroft's "Goblins of Haubeck" is a series of bewitching tales of these lovable little fellows who contribute so much to the comfort of the families of the little

town of Haubeck. The illustrations by Harold Sichel are whimsical and humorous and add much to the interest of this book.

We need more books also of the type of Anne and Dillwyn Parrish's "Dream Coach." This is a coach drawn by many, many horses, in which a Norwegian boy, a little Chinese emperor, and a French boy and others ride and have delightful adventures.

Knowing also the great importance of rhythm in the life of the child, to help him harmonize with the rhythm that is in all life, we begin with Mother Goose, of which we find several fine editions illustrated by Kate Greenaway, Arthur Rackham, Blanche Fisher Wright and Jessie Wilcox Smith. Then for the later years we find many fine collections like those by Rossetti, Blake, Taylor, Stevenson, Lear, Lucas, and others. Then, more recently, Walter De la Mare, Rose Fyleman, Sara Teasdale, Louis Untermeyer, and A. A. Milne. (I have a little friend of four years who refuses to go to bed until she has recited and acted "Half-way Down" and "Hoppity"), found in "When We Were Very Young." Among the very recent collections which we welcome with delight is Blanche Jennings Thompson's "Silver Pennies" with many charming illustrations by Winifred Bromhall. This is a collection of modern poets that will appeal to children from the very youngest on.

"You must have a silver penny
To get into Fairyland,"

it admonishes us, but we will all find much pure gold within.

"A book's a magic sort of thing
That makes you sailor, chief or king.
When I am old and have a shelf
I think I'll own a book myself."

James Stephen's "Rivals," Sara Teasdale's "Stars," the exquisite "Christmas Folk Song" by Lizette Woodworth Reese, poems for the nursery by Fannie Stearns Davis and Josephine Daskam Bacon, poems of Walter De la Mare, Vachel Lindsay, John Masefield and others appear in this delightful book.

RECENT BOOKS THAT MAY BE OF INTEREST

- Baker, Margaret—THE LITTLE GIRL WHO CURTSIED—Duffield, 1925.
- Bancroft, Alberta—GOBLINS OF HAUBECK—McBride, 1925.
- Bianco, Margery Williams—THE LITTLE WOODEN DOLL—Macmillan, 1925.
- Bianco, Margery Williams—POOR CECCO—Doran, 1925.
- Clark, Margery—POPPY SEED CAKES—Doubleday, 1925.
- Hutchinson, Veronica—CHIMNEY CORNER STORIES—Minton Balch, 1925.
- Kay, Gertrude—ADVENTURES IN OUR STREET—McKay, 1925.
- Lefèvre, Félicité—THE LITTLE GREY GOOSE—Maclrae, 1925.
- Orton, Helen F.—LITTLE LOST PIGS—Stokes, 1925.
- Phillips, Ethel C.—PRETTY POLLY PERKINS—Houghton, 1925.
- Roberts, Jack—THE WONDERFUL ADVENTURES OF LUDO, THE LITTLE GREEN DUCK—Duffield, 1924.
- Rossetti, Christina—SING-SONG (Little Library Edition). New edition of an old favorite—Macmillan, 1925.
- Rowe, Dorothy—RABBIT LANTERN—Macmillan, 1925.
- Thompson, Blanche J.—SILVER PENNIES—Macmillan, 1925.
- Verderey, Eleanor—ABOUT ELLIE AT SANDACRE—Dutton, 1925.
- Whitney, Eleanor—TYKE-Y—Macmillan, 1925.
- Youman, Eleanor—SKITTER-CAT—Bobbs, 1925.



Department of the National Education Association

Perspectives

BY JOY ELMER MORGAN

Managing Editor, The Journal of the National Education Association

"So close to the trees that he cannot see the forest" is a remark commonly applied to one so immersed in detail that he has no view of the larger purposes that make the detail worth doing. As problems become more intricate and the units into which life is organized grow larger, it is increasingly difficult to understand the whole. And yet the total meaning of things—the deeper and larger truths that run through life and progress must be understood by the masses of parents and teachers if ever the world is to achieve a democracy of intelligent and right-minded men and women. Of all the equipment—physical, mental, or moral—that society can pass on to each new generation, a growing understanding of life's abiding purposes is the most important—a set of governing values with their roots in the black soil of earthly things and their branches reaching toward the clouds and the sun and the stars.

How to earn a living has so occupied our teaching in home and school that too few have learned how to live, and fewer still have learned what to live for. Too many people too much of the time are pursuing things that do not matter—spending their lives and being spent in ways that bring only disillusionment or bitterness in the end. Life should gather not bitterness, but more of zest as it travels on its journey. If education is in the least worth while, if our belief in free will and the individual's mastery of his own life has the slightest basis, if we as teachers and parents have any genuine excuse for being, it lies in the

The best way to prepare children for adult life is to have them live well as children, just as the best way to prepare for Eternity is to live well now.

possibility that we may bring to young people appreciation of the central values of life—understanding of the elements that unify, inspire, guide, and abide.

To the question, "What is life about?" there must be answers that can satisfy thinking multitudes, else why take the trouble to educate them?

We are committed to mass education. In a mechanical sense we are on the eve of achieving mass schooling, but much pioneering is yet to be done before we shall have education as a lifelong individual enterprise built into the lives of the masses of men and women. If we really believe in our idealism and have faith in growth we cannot content ourselves with the consolation that the world's thinking must always be done by the few. We must press steadfastly toward the goal of lifelong, self-directed growth for the many. Each must be led to achieve for himself the liberated and expanding life guided by some insight into what life is about.

The emphasis may well be on "some," for we must realize at the start that insights and values unfold slowly, and are themselves objects to be pursued with the ardor of a great affection. We may be encouraged by the fact that they lie everywhere about us. The most truly significant things are the most common. Every parent and teacher has in his children and associates the materials for endless fascinating study and reflection. To be sure, we have also a vast reservoir of printed material by which we may check and verify our observations—the principles of all the old religions and of

our own Christianity; the philosophy of Socrates and his successors; the epigrams of men and women of affairs in all ages; the homely sayings of the masses.

In our efforts to guide children into a system of values, perhaps the first step is to recognize that we cannot answer all the questions—to acknowledge the beauty of suspended judgment and the challenge of unsolved problems. For purposes of mass education one may immediately accept certain points of view. First, let us lay aside all the negative philosophies—the fatalistic teaching that we are mere machines, the victims of forces over which we have no control. Whatever our religion or lack of it, we must accept a purposive universe, before we can talk of education, improvement, or growth. Second, let us accept the democratic assumption that the good things of life are the heritage of all. Third, let us give up the notion of preparing for something remote. The best way to prepare children for adult life is to have them live well as children, just as the best way to prepare for Eternity is to live well now.

What, then, are the central values? The Epicureans used to say gratification of the various physical appetites. Pessimists sometimes assert that these are the only values that can be appreciated by the masses. The ascetics repressed physical appetites with terrible brutality. These are all narrow views. Physical appetites are the first to appear and are most constant and enduring throughout life. The education of the appetites begins in earliest infancy, and should be directed toward wise and refined satisfaction of the normal urges to eat and play and sleep. It is a mistake to belittle

these common experience of the race.

Closely associated with the physical appetites is rich sensory experience generally. To see, to hear, to taste, to touch, and to smell—each brings satisfaction in its own way. To control the impressions that come through these various senses is the best means we have of dominating our inner life.

Next to rich sensory experience, comes engaging activity through which one may contribute service to others. In the search for happiness the choice of vocation is of greatest importance. Kinds of people are as varied as kinds of activities, so that each may be helped to find work that has for him engaging qualities.

Finally comes what Aristotle believed to be the highest aim of life, reflection centered around observation, reading, and companionship.

Here are four values. They are but a beginning, but the correct development of all is important for the individual and for society. By their own attitudes and appreciations, by the very atmosphere of the home and the school, by sharing values with the children, parents can help young people to build into their lives systems of enlarging values that will free them from many futilities and dissipations; that will help them to see life more truly and more nearly whole. Running through all the values—in a sense an arch value—is growth. Could we give the child but one gift, let it be a passion for growth in all the phases of life—a challenging, stirring, guiding, poise-giving faith that every act and every thought or experience must be made the material of growth toward larger and happier life.

LET us, therefore, have many great teachers, for they are the real builders of society and the makers of history. *Let us honor them in every possible way.* *Let us pay them well and treat them well.* *Let us give them larger opportunities for reading and travel and genuinely fine living, that their lives may be rich and full—radiant of the inspirations and attitudes that we cherish for our children.* *Let us attract to the profession the youths who promise to develop into men and women of power and courage—teachers with clear minds and great hearts.* *Let us face in all its glorious implications the fact that we can build a noble education, only as we build noble teachers who can inspire youth with the great gospel of service and democracy.*

—Joy Elmer Morgan.

Child Health

Department of the
AMERICAN CHILD HEALTH ASSOCIATION

Edited by ALICE FISHER LOOMIS
in co-operation with the professional Divisions
of the Association

The Christmas Feast

The boar's head in hand bear I,
Bedeck'd with bays and rosemary;
And I pray you, my masters, be merry.

IN ALL ages food has played its part in festivals. The spreading of a feast has generally symbolized a thank-offering for food, which in earlier days did not come easily to the door, but was dependent on the season, the hunt or success in war. In such days of uncertainty it was natural to feast when there was plenty, in the hope of laying up strength against lean days to come. It was natural to set aside a portion as a thank-offering to the gods. And so from earliest times food was associated with religious festivals. Following a time of scarcity, or following a period of prescribed abstinence, festivals were days of abundance, of lavish giving and of unrestrained fervor and joy.

Our present-day customs are the survivals of early ages; we, too, celebrate the great religious holidays with gifts, feasts and a certain ritual of food.

Even the austere Pilgrim Fathers, whose lives were ordinarily so frugal and restrained, permitted themselves an annual commemorative feast of Thanksgiving, at which time they feasted on wild turkey,

pumpkin pie and the choicest of the winter larder.

Our practices at Christmastime, our feasting, gift giving and revelling are inherited customs, the origin and meaning of many of which date back far into antiquity. The Boar's Head, for instance, once present at every Christmas feast, is claimed by some to have been symbolic of the emancipation of Christians from the old Jewish law which made certain meats unclean. Others claim that the Boar's Head was carried in triumph to show the final defeat of the "wild boar out of the wood" (Psalm 80), which had wasted the vineyard of the Lord.

The mince pie, too, has its tradition; even today in some parts of England there is a superstition that each piece of mince pie eaten in a different house during the Twelve Days of the Christmas Festival brings a happy month to the person who partakes.

Without realizing fully their origin, we cling to the old food customs because we have always known them; they have endeared themselves to us because of happy childhood memories. So in some families sentiment rather than a real preference dic-

tates the preparation and consuming of an abundance of rich food at the Christmas season. Generally speaking, however, there is now a wholesome tendency towards greater simplicity, fostered by our scientific knowledge of the relation between diet and health. Children particularly are benefiting from this more intelligent procedure, because the mechanism of the child is strained by a sudden change from plain to rich foods, which requires an adjustment hard to make.

However much the youthful spirit may delight in sprees, there is no doubt but that the human body loves regularity. The child who during school days is tuned to a certain rhythm—wholesome food, regular hours, sufficient sleep—cannot but suffer if this rhythm is disturbed during the Christmas holidays by irregular meals, rich food, and late hours. An over-indulgence in candy and other sweets, often taken between meals, is probably the greatest single source of trouble. Roast turkey, roast goose, mince pie and the proverbial plum pudding must bear their share of blame,

as these also are responsible for many a needless discomfort and illness.

Let us hold to the traditions of Christmas—traditions that bind families together—let us fill the holidays with happy activities, and, if you will, delicious foods; but let us also see that we and our children do not have to pay for this temporary gratification with loss of health. Festivity that kills the capacity for further joy proves, after all, to be no festivity at all!

After all, something just a little better than we are accustomed to, makes a "treat." Children always respond to the joys of a surprise, no matter how simple, and because of this quality, the serving of food in especially decorative ways may give as much pleasure as the introduction of foods not properly in their diet. Festivity there must be, and doubtless some addition to the usual menu, but if in planning for the holiday season we keep in mind the well being of the whole child—body, mind and spirit—we shall not find it hard to steer a straight course. Moderation and common sense as usual will be our guides.

Food Defects in Children

BY FLORENCE A. SHERMAN, M.D.

New York State Assistant Medical Inspector of Schools

UP TO the present time far too little attention has been paid to the feet of children. As foot troubles in adult life have their origin many times in childhood, it is evident the subject under discussion is deserving of more attention than it has yet received. At the end of the first year of life when the baby begins to stand, the bones of the feet are hardly more than an orderly arrangement of cartilaginous masses. It is very apparent, therefore, that those structures are in a condition to be greatly influenced by any pressure that may be brought to bear upon them. Hence, the wisdom of experienced and periodic supervision. The factors commonly at work to defeat the fulfillment of nature's plan are unequally developed leg muscles and a deviation in the normal me-

chanical relation between the trunk and leg and improperly designed shoes. In the scheme of prevention the question of shoes holds an important place. We find that long before the baby has any inclination to stand his feet are encased in leather coverings which from the nature of the things must prevent proper development. From this time onward the foot, when in use (and sometimes when not in use) is subject to restrained movements. In order to prevent this, it is more important to select children's shoes with great care and intelligent understanding of the needs of the growing foot. The first shoes should be soft (preferably a moccasin), at least, a shoe which is soft with flexible sole, without toe cap, straight inside lines, plenty of room for toe spread laterally and plenty of

room for forward foot drive in walking.

The modern parent is now taking his child periodically to the family physician or specialist to be sure he is physically fit. He is fast coming to believe in keeping well, not getting well, and that the slogan today is *Health*, not *Disease*. He is anxious to make sure that the child's eyes and ears, nose, throat and teeth are all right, fully realizing the importance of this in the future welfare. So regular trips once or twice a year are made as a matter of course, but he is only just beginning to realize that the feet of the child also need regular supervision and periodic examinations in order that any abnormal conditions which may arise through faulty foot hygiene, shoes too short, stockings overweight, wrong foot use, weakness caused by illness, may be checked in the beginning. Instead, the care of children's feet have been left to the judgment of shoe clerks, the large majority of whom have no knowledge of the foot and whose business it is to sell shoes and not to act as health adviser (an office for which they are neither qualified by training nor for which they are hired). In fact, the feet of many horses are shod with far greater care than the feet of many children, for whom almost any style of shoe that a salesman puts on is considered good enough. One of the greatest needs in connection with shoe stores today is the employment of trained men or women who have made the study of feet their special work, who are not interested in making sales only, and who are backed by their firm in the wish to render actual health service. When such measures are taken and advice carefully followed, a great deal of unhappiness and inefficiency will be prevented.

The average parents are not altogether to blame for their seeming neglect to care

for their children's feet, for with the exception of a few children's specialists and orthopedists who have studied the effect of foot defects on the general health, there are few physicians today who will give consideration that is commensurable with the seriousness of the condition, to a somewhat abnormal foot defect, especially when pain is absent in the foot, although the patient may have pains in other parts of his body due to the foot condition. For instance, such a condition as congenital weak feet. In this condition the foot at rest looks like a normal foot, but assumes an abnormal attitude under weight bearing. This is easily overlooked. The symptoms of congenital weak feet are as follows: the peculiar manner in which the child places his foot in walking. He either toes in or toes out, never walks with his feet parallel, as he should. In many cases the child walks with his feet invariably pigeon-toed, and because of this is brought for examination. He stumbles frequently, falls down easily, has faulty posture, increased curve of the lower spine, with projection of the abdomen. Knock-knee is seen not infrequently in these children. They knock their ankles together, wear holes on the inner side of the shoes at that point. They frequently complain of growing pains (looked upon by many parents as something all children must have). They show lack of ability to walk far, tire easily, want to sit down or be carried all the time, wake up at night complaining of leg ache, etc. This is due to strain of leg muscles during the day because of faulty foot alignment. All these conditions noted go to prove the need and importance of periodic foot examinations from infancy up in order that we may be able to prevent instead of cure.



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“Let Music Swell the Breeze”



BY RUTH HALLER OTTAWAY
National Chairman of Music

PARENTS, TEACHERS AND MUSIC

IN the past, parents of lively young ones who were taking to music with avidity, or would have done so, given the opportunity, and teachers who were not musical specialists, agreed that “music was nice,” and also agreed to “Let George do it.”

At present, thirty-eight state branches of the Congress have state chairmen of music, and associations in every state are thrilled with the privilege of bringing the advantages and the joy of music into the schools and homes of their communities.

A National Music Loan paper by the national chairman of music, which may be secured from the National Office, lists twenty-two music projects feasible for associations of Parents and Teachers. If every association in the country would send for that list, and promote *one project*, the stimulus to music—one of the most powerful spiritual forces in life—would be inestimable. The Greeks considered music one of the three vital factors in education. Harbinger of all that is true and fine and vital in American life, as parents and teachers we must give ear to an element which holds powerful sway for good or ill throughout the American continent, whether we will or no. Our present concern, however, is “*What shall our associations do for Music Week?*” In the light of three new projects receiving special attention this year, the following general suggestions are in order:

I. Mother Singers’ Clubs. Following the lead of Cincinnati, the call goes out to associations to form Mother Singers’ Clubs. Our mothers have voices, often beautiful, which have ceased to sing, although mother hearts are full to overflowing with a joy and understanding of life which seeks expression in song. Gather the mothers from

each association together in a Mother Singers’ Club, secure a good professional leader, start rehearsals now, and in Music Week give a Mother Singers’ program to the delight of your community. If your association is interested in purchasing musical equipment for the schools, make a small charge, get everybody out, and before the program begins have the audience sing one song with your splendid Mother Singers’ Club—America, the Beautiful. Mrs. H. E. Caldwell, 3009 Moosewood Avenue, Cincinnati, Ohio, will tell you “how Cincinnati does it,” and will give a list of choral numbers used.

II. National Hymn Contest. A resolution to sponsor the National Hymn Contest was passed in convention at Atlanta. All denominations, all schools, all clubs or institutions, are eligible. The purpose is to acquaint our American young people with the beautiful standard hymns which have stood the test of time. Our girls and boys do not know them. It is to weep. Our girls and boys can learn to love them through the National Hymn Contest. It is to rejoice. Have the finals of the Hymn Contest during Music Week—inter-Sunday, inter-Day-School, or merely a general contest sponsored by the associations of Parents and Teachers, and carried by the newspapers eight weeks before the finals. Mrs. Grace Widney Mabee, 321 South Van Ness Avenue, Los Angeles, California, will give full information. Song books, “Hymns of Service,” including stories of hymns, may be had from the Century Company, New York (353 Fourth Avenue), at 25 cents each.

III. Harmonica Contest. Purchase your mouth-organ now. Gather the boys and girls from around the corner, and begin. A

city leader, groups all over the city studying the same numbers under adults, a final program or contest during Music Week. Albert N. Hoxie, Jr., of Philadelphia, director of the wonderful Philadelphia Harmonica movement, will tell you "how Philadelphia does it." Twelve hundred of the best harmonica players are selected from sixty thousand to play with the Philadelphia Junior Civic Symphony Orchestra once a year. Twenty thousand school children are playing harmonicas in Indianapolis under the tutelage of grade teachers. Grown-ups and children alike are puckering their mouths, learning the technique of the harmonica and melody, rhythm, ear-training, and beautiful folk-songs. The harmonica leads the way to a better instrument, to a love of music, and to spirited, wholesome cameraderie.

EXPLANATORY TALK ON HOW MUSIC IS TAUGHT IN YOUR SCHOOLS

Finally, friends, on your Music Week program, be sure to have your School Music Supervisor or your School Instructor in Instruments, explain what he is teaching in all of the grades, how he does it, and what his objectives are. If you have neither teacher, it is the first business of the association to see that you have. Then celebrate in Music Week by listening to a program of his work. A demonstration of school music work is conclusive evidence, but most of us do not understand what it is all about, just what achievements and standards are in view, and the difficulties surrounding them. Lend a sympathetic ear

to what your music instructors are trying to do for your children—then help. If their standards are not high, help to raise them. There are teachers of instruments in the schools who cater a trifle too much to the popular modern music, accessible to the children without training. They are prone to stoop down to the average standard, instead of emphasizing and calling out the best in the average human being. Glenn Woods, Director of Music in the Schools, Oakland, California, has published a helpful book on the organization and direction of the school orchestra, and will gladly offer assistance in selecting music for study.

Parents and Teachers, our opportunities to make finer men and women of our embryo citizens through music are legion. The incalculable power generated by a definite interest in music upon the part of thousands upon thousands of the members of the National Congress of Parents and Teachers will "Let Music Swell the Breeze" in very fact throughout America in National Music Week, 1927.

MUSIC WEEK PROGRAM HELPS

Music Pamphlet, National Congress of Parents and Teachers, 1201 16th Street, N. W., Washington, D. C.

National Bureau for the Advancement of Music, 45 West 45th St., New York.

Community Service, 315 Fourth Avenue, New York.

Musical Moments Film, Motion Picture Producers and Distributors of America, Inc., 469 Fifth Avenue, New York.



*Far through the shining sky
Angel voices call
Glory to God on high,
Peace, good-will to all.*



*Ring, ring, happy bells,
Happy bells, bells of Christmas,
Ring, ring, happy bells,
Christ the Lord is born!*



The Book Page



BY WINNIFRED KING RUGG

CHOOSING books for Christmas gifts is a tempting but precarious task, especially so when the recipient of the book is very young and the giver has nothing to guide her but fascinating and bewildering book "ads" and the hazy memory of the books she herself enjoyed when she was small.

Any advice about such a selection has to be hedged about with ifs and although's. The only safe way is to know the book thoroughly, and the individual child thoroughly, and even then one can make a slip. Still, there is no better present than a book and no better time to increase a child's library than at Christmas.

If the child is a mature young person with an interest in music; if for instance, he is lucky enough to live in a town where they have Music Memory Contests, he would be glad to own Sidney Grew's *MASTERS OF MUSIC* (Boston, Houghton, Mifflin Co., \$2.75). It contains the biographies of 14 composers, from Purcell to Liszt, told with a serious desire to evaluate each man's contribution to the development of music, but simple and clear enough to be understood by most boys and girls of thirteen or fourteen—if they *really* care about the subject. There is an excellent sepia portrait of each composer.

* * *

Boys and boyish girls of twelve or thereabouts are pretty sure to like *WILLIAM JACKSON, INDIAN SCOUT* by James Willard Schultz (Houghton, Mifflin Co., \$1.75). Mr. Schultz, or Apikini, to give him his Indian name, has a long list of Indian and western stories to his credit. This time he is telling a true story, the life of one of the greatest of the Indian scouts, who served under Custer, Miles and Reno.

* * *

JASON AND THE PRINCESS by Kathleen Colville (Houghton, Mifflin Co.,

\$1.50), is a small book daintily illustrated by Albert Rutherston. Its appeal depends on the child's willingness to throw herself into a world of imaginative adventure. We say herself because it is more likely to interest girls (of 10 to 12) although a boy takes the leading part. It is well written and surpasses most children's stories in subtlety of characterization.

* * *

Those who feel that they ought to give a child an informative book might select *STORIES OF AMERICA* by Eva Marsh Tappan (Houghton, Mifflin Co., \$1.75). Miss Tappan's book is best suited to children from 8 to 10. Its object is to interest them in the events that have gone into the making of the country, such as the introduction of the spinning machine and the invention of the cotton gin and the telephone. It also tells in brief, simple form the story of the adoption of the Constitution and other high lights in our national history.

* * *

WHAT HAPPENED IN THE ARK by Kenneth M. Walker and Geoffrey M. Broumphy (New York, E. P. Dutton & Co., \$2), is a jolly book for young persons of imaginative age and temperament. Perhaps ten is about the right age; not much older. It is absurd, yet quietly wise, too. The authors have taken the old tale of Noah and the Ark and retold it from the point of view of the animals. The human participants in the action appear but are subordinated to the Elephant, the Monkey, the superior Camel and the gossiping Magpie. It seems odd to attach a great amount of importance to a variation on such a theme, but the tone of the book is so original and beguiling that we believe it will be among the talked-of juveniles of the season.

* * *

Most little girls know Mabel L. Robinson's *LITTLE LUCIA*. She is here again

this season in LITTLE LUCIA'S SCHOOL. (E. P. Dutton, \$1.50). This time she has to go away to school because her father and mother are travelling in Europe. It is a pretty story for six to eight year daughter.

* * *

LITTLE SALLY WATERS by Ethel Calvert Phillips (Houghton, Mifflin Co., \$1.75), is another book of the same sort for the same kind of readers. Sally, although almost always good as can be, seems to us like a real child, especially when she goes to buy a red cape. Miss Phillips sees things as children see them.

* * *

There is a topsy-turvy fun and good humor of a rather boisterous sort in THE ADVENTURES OF JOHNNY T. BEAR by Margaret J. McElroy (New York, E. P. Dutton & Co., \$1.50). When children are in the mood to be amused by preposterous adventures this is the book for them. They want that kind sometimes. Johnny T. Bear grew sick of being cooped up in a toy shop with Mama-dolls and set out to see life. He carried things with a very high hand indeed, got into serious difficulties, but came out at last sitting jauntily on the top of the world. We should say that it is best suited to five-year-olds.

Older boys will be delighted with HEROES OF THE AIR by Chelsea Fraser (New York, T. Y. Crowell Co., \$2). It contains the history of aviation, with chapters about the epoch-making flights that have been consummated. This is real adventure, with illustrations made from photographs. Mr. Fraser has been equal to his subject and is graphic, though simple, in his style. It is a valuable book, worthy of being included in a boy's library. This is a book about which we feel absolutely sure without knowing the boy for whom it is to be purchased.

* * *

Yes, we are keeping the best till the last.

The most bewitching of books is here WINNIE-THE-POOH (New York, E. P. Dutton & Co., \$2), with its stories by A. A. Milne and its pictures by E. H. Shepard. We shall not let it supplant our first love "When We Were Very Young," and yet it is clear of the one criticism that we heard about the latter, that grown people liked it better than children did. WINNIE-THE-POOH is mostly prose, which is one reason why children may like it better and adults less. It is about Christopher Robin again, but Christopher is less important than the animals who lived in the "100 Aker Wood," especially Edward Bear, alias Winnie-the-Pooh.

The Children's Exposition

A NEW kind of exposition has been added to the many which take place annually in Paris. It is called the Exposition of Childhood. It has been opened, for the first time, in the halls of the historic Jeu de Paume, or Tennis Court, in the Tuilleries.

The Children's Exposition contains everything that appertains to the care and the interests of the child. There are model nurseries; there are hospital appliances, there is every kind of provision for the safety of mothers and their babies. There are toys, as well as books, educational methods, intelligence tests, and demonstrations of the various charities for the preservation of the child.

Outside, on the terrace and in the Tuilleries Gardens, there are little model kitchens and model gardens, worked by children themselves, and as the center of everything, there is a children's theatre, where all day long children perform in relays everything from plays to recitations and folksongs in costume.

The importance of this exposition in a country where race suicide is one of its gravest problems is, of course, recognized by the authorities, and the Exposition of Childhood is therefore likely to develop into a regular institution under the auspices of the State.

The Round Table

CONDUCTED BY MARTHA SPRAGUE MASON

There is great demand for specific information about making Parent-Teacher meetings interesting and instructive. The ROUND TABLE is trying to pass on to the many members of the Parent-Teacher family some of the best ideas which crop up in various parts of the country, so that they may be of as much service as possible. State Bulletins furnish many suggestions. So do state presidents and field secretaries. There must be many more which are known to successful local associations. Please be sure to send them to the ROUND TABLE for future distribution, together with your questions and comments about the information already published.

This month there is a unique contribution from California which has already received publicity through California Bulletin. The author thinks it would be interesting to have a similar test made for the children's attitude to their mothers, possibly their teachers, and, we may add, the Parent-Teacher Association.—M. S. M.

A "Fathers' Special"

BY MRS. T. R. GAINES

AN experiment in the way of a program for the Annual Fathers' Night was tried by the Parent-Teacher Association of a Pasadena grade school, and met with such enthusiastic response that it was suggested others might care to hear of the plan. The preparatory details are given somewhat at length in the desire to save others from our mistakes, but of course the plan is open to changes and adaptations.

The idea, originating with the chairman of the Program Committee, sprang from her great desire that the fathers should see themselves as their children see them, and her hope that such a glimpse would inspire them to be more truly the companions of their boys and girls. She suggested that the teachers be asked to call for compositions from their pupils on the subject, "What My Father Means to Me"; these to be written by the children of the fourth through the eighth grades, in school, with no time for preparatory thinking nor for consultation with anyone else. The teacher was to be asked to talk over the subject just a bit with the pupils, suggesting that they express what their fathers do with them and for them, and what they would like their dads to do—perhaps that they do not do. The children were told not to sign their names to the papers, and that they would not be

marked on this piece of work. Thus, it was hoped, we could bring out a free, spontaneous expression from the children of their view of their fathers. Emphasis was laid, all along the line, upon the fact that nobody was trying to find out things about any individuals, but that we were trying to get, as it were, a composite picture of Dad, as his children see him. The committee felt rather sure that a meeting, tactfully handled, which was given over to the reading of selections from these compositions, might set some parents to thinking!

The principal of the school entered heartily into the plan and offered to explain it to the teachers. This he did; but the committee discovered that greater uniformity of subject would have been secured by a presentation of the plan at a Faculty meeting by the program chairman herself. The teachers did not all "get the idea" exactly, one of them announcing the subject as a "Description of Dad"—the children naturally dwelling on the physical appearance of their fathers; another suggested writing humorously, telling of jokes on dad, etc. This is mentioned to help others to avoid the almost inevitable change brought about when a plan is retold by another person, and the consequent loss of good material.

The compositions were written six weeks

before the date scheduled for the meeting, and turned over at once to the Program Committee, and then the fun began! Ours is a large school, and the task of reading papers from several divisions of each grade from fourth to eighth was no small one! In the first place, any names the children signed, forgetting the teacher's injunction to omit names, were torn off; and next, any papers which gave an unmistakable description, particularly of some well-known man of the community, were eliminated; as of course the last thing the Parent-Teacher Association wanted was to make any parents feel that we were making personal details public. A good many papers were discarded as worthless for our purpose, but enough remained to throw floods of light upon our children's estimates of their fathers; and these were turned over to one of the intelligent and thoughtful mothers—a good public speaker—for her to use in developing the actual program.

At this time the committee heard of a lecturer sent out by the State University Extension Department, whose talks on child psychology were proving very helpful to his audiences, and it was decided to ask him if he would give a brief talk following the reading of the compositions, dwelling particularly upon the relation of father and child. He was fully informed as to the character and aim of the meeting and entered heartily into the spirit of it all. In a concise and comprehensive way he formulated the impressions and emotions that had been stimulated by the first speaker's skillful presentation of the compositions.

The committee felt that special attention should be paid to the publicity for this meeting; enough should be said to pique the curiosity of the parents, yet not enough to make the idea too plain to them. Slips sent home by the children, and notices in the papers called the meeting a "Fathers' Special," gave the names of the speakers, and added that the fathers were promised some eye-opening information, as well as special refreshments. The publicity apparently worked, for the auditorium was very nearly full at the hour scheduled and a spirit of interest was noticeable.

The interest certainly did not flag as the program proceeded! The mother who presented the school fathers with their children's opinion of them did so with force, clearness and humor. Calling her talk a "Composite of the School Fathers as Seen by their Children," she brought out the following points, illustrating them by reading from the compositions:

In general a pretty good lot of Dads.

Bulk of compositions appreciative.

Typical terms used in descriptions.

Humorous descriptions.

Father recognized as the provider.

Without him, no home, no comforts.

Father adds to joy of life.

Jolly, plays jokes, tells funny stories.

Father a real companion.

Good playfellow.

Good to talk things over with.

Father a valuable teacher.

Helps with lessons.

Teaches manners—especially table manners!

Teaches morals.

Good at discipline—children recognize need of discipline.

Having secured the interest of the parents thoroughly by this first part of the composite picture, the speaker gave the dads a most comprehensive view of their shortcomings. According to the children, Father's Foibles are as follows:

Love of Smoking, of Sleeping.

Slowness, indecision.

Lack of co-operation with mother.

Partiality to one child.

Lack of interest in children's activities.

Crossness.

Unwillingness to give time to children.

Engrossed in reading, in radio, in work.

Children want time for fellowship more than material gifts.

And to conclude, a rosy glow was thrown upon the picture of Father by the reading of several extracts which showed the great love and gratitude of many of the children to their fathers. Some of the extracts were rather remarkable in the expression of the wonderful bond between father and daughter, or in the children's expression of their wish to make things easier for their dads, and to care for them when aged. We are not printing these extracts, for we hope many associations will make this experiment with their children, as we can promise them that these honest opinions will

prove both enlightening and sobering to any parents who take their responsibilities seriously.

The psychology talk was a particularly helpful conclusion to the program; and then the meeting adjourned to the cafeteria for refreshments. It was at this time that the Program Committee learned beyond a doubt that they had made a success of their plan. Everybody stayed, all tongues were loosed, enthusiastic and interested talk was

heard everywhere, and great friendliness prevailed. From the comments heard one could be very sure that the elders were greatly impressed with the perspicacity and keen judgment of the children, and that good seed had been sown. Undoubtedly some of the seed fell by the wayside, some upon rocks, and some among the thorns; but just as assuredly must some have fallen upon good ground, and will bear much fruit.

Friendliness

THE war was not over with me," said an American officer, "till a few years after the Armistice, when I was one day seated in the park on the German Border. Here a tiny little child wandered over to me from her German parent and stood between my knees, one hand on each. She then looked up into my face with an affable, confiding smile. "I quit hating Germany from that moment," said he.

Suppose we could some way syndicate the good will of all groups and all parties and creeds and races of all nations and begin disseminating a great FRIENDLINESS in the world. Why not? For it is hate and suspicion that kills and destroys body and mind, culture and business. It's good will that builds and fortifies, creates and beautifies.

After listening to a scathing tirade by Charles Lamb against someone, a friend said to Lamb, "Charles, do you know this man?" "Oh, no!" said Lamb, "If I did, I couldn't hate him."

To know all is to forgive all.

As grownups, we are often slow with our FRIENDLINESS. Why not let little children lead us. They forgive and forget so easily. They do not wait to know all before they bring to us their FRIENDLINESS. The spirit of little children, the spirit of good will, the spirit of Christmas—this alone will disarm the world, save the world, and make it all beautiful without and within, and light the lamps of FRIENDLINESS in the dark corners of all hearts the world over.—*Osteopathic Magazine*.

The Christmas Book—Ways for home, school, church and community to observe a merry and neighborly Yuletide. The book, which has been enlarged and revised, includes a Christmas party, the traditional St. George Play, a pageant "The Perfect Gift," a Christmas carnival, a plan of community caroling and lists of plays, pageants and music.—Price 35c.

PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA
315 Fourth Avenue, New York City

Shaping the Child's Habits

First-Year Talks for Pre-School Circles

BY EVELYN D. COPE

THE period of greatest plasticity is during infancy and early childhood. During these pre-school years the child is a willing subject in the hands of the parents, if a proper, wholesome attitude is maintained. This period presents both an opportunity and a responsibility to the young father and mother, who have a realization of their task.

The little child has wonderful powers of learning. He is eager, curious, thrilled with the marvellous world in which he finds himself. This little bit of life readily absorbs so much of what goes on about him. Habits in childhood are formed without the child being conscious of the fact. In our own lives, if we but stop to think for a moment, we will realize that all our behavior is not conscious; much of it is automatic. Walking, for instance, is not done with a conscious effort. We may walk for a long time with our thoughts on some very deep subject. "Habit a second nature! Habit is *ten times* nature," said the Duke of Wellington.

We owe the child the opportunity to form the right kind of habits from the beginning. So much depends on the start. First impressions are vivid and lasting. The earlier we begin, the better. The little child's nature is decidedly with us. Regularity agrees with him. The plasticity of his nature, his eagerness and enthusiasm, are tools for the forming of his character. We do the child a grave injustice when we allow him to form bad habits. These will handicap him all through life and he will suffer the pain and hardship of many a struggle which could have been avoided.

"Ill habits gather by unseen degrees,
As brooks make rivers, rivers make the seas."

Plasticity
Parents' Responsibility
Early Impressions
Right Beginning
Imitation
Environment
Foresight
Patience
Repetition
Happiness
Character
Destiny

With care and foresight the child's behavior can be guided into the paths for right development.

The child's physical helplessness in the early years is deceiving to some parents. They feel that he is also too little to understand, and so he is permitted to follow every whim and fancy. Parents do not

consider this subject seriously, and too often when the child is ready for school they are confronted with the difficult task of "unspoiling a spoiled child." Remember the old adage, "Let a child run until he is six and you never can catch him." The baby brings no habits with him; their formation begins at *birth*. Many infants are treated as toys by fond fathers and mothers. They amuse themselves by tossing the baby up and down, poking him in the ribs and tickling him under the chin, and then they wonder why the little one refuses to be quiet and go to sleep. The bad habit of constant attention has been forced upon him and he is not to blame.

The little child can be helped to form good habits if the mother will do the same things in the same way at the same time each day, as far as is consistent with good sense. For example, the child will acquire the habit of regular sleep if mother quietly disrobes him each day for the daily nap and at the regular bedtime hour. The same principle applies to regularity of meals and proper habits of personal hygiene. Correct speech can be learned in the beginning if the child always hears good language.

The child learns by doing. We cannot talk habits into a child. He must perform the act, and parents must see that he

does it. The repeated action soon becomes a habit. It is easier to do a thing the second time than the first. Repetition makes things easy. The first lesson in music is difficult, but practice makes it easier, and so we advance and in time become proficient. Shakespeare said, "How use doth breed a habit in a man!"

Not only is it necessary to learn things by doing them, but the child must get some satisfaction out of the thing he does. The result should be satisfying to him. He must learn that "it pays," or he may not be so willing to make the effort the next time. Fathers and mothers should be practical. Don't expect too many unnecessary things of the child. Let him learn the things he needs to know at the time and so progress as the years advance. Ideas are awakening in these early pre-school years. Commenting on the child's efforts and the good results achieved has a far-reaching effect on the formation of desirable habits. Let us be careful not to ignore the good, or take it as a matter of course. Children, as well as grown-ups, thrive on approval. When mother prepares a good dinner or wears a becoming gown, does not father's favorable comment cause her to attack her duties with renewed vigor and zest? Again, if no one cares, are not discouragement and indifference likely to follow? Children are even more susceptible to approval. There is no harm in rewarding good behavior. For instance, if the child has put his toys away carefully and punctually, mother may say, "Now that every thing is done we will have time for play out doors—a romp, a visit, or a ride." The child will realize that something has been gained by being prompt and orderly, and because of the satisfaction derived therefrom, will be more eager to repeat the desired conduct. Giving a reward *after* good conduct is quite different from promising "a cookie or an ice cream cone if you will be a good boy and do as mother says." That is bribery and sets up false standards.

Patience and perseverance are absolutely necessary in building right habits. An attitude of helpfulness on the part of the

parent is invaluable to the child, especially when he has to make a conscious effort to get something done. Seek his co-operation. Let him feel that you and he are working together, and that you need his help. Children enjoy responsibility, and if they realize they are partners in a cause, they respond with surprising alertness. Persevere. Don't become discouraged. It takes time. Never yield when you know you are right. Sometimes it is easier to let a thing slide *once only*, but the child remembers and may try the same method of "getting by" the next time. Little intellects are very keen. Make it a point never to lose. Always win, but be patient and think ahead. If stubbornness and selfishness bring the things the child craves, he soon forms a fixed habit by the constant exercise of these traits. "Eternal vigilance is the price of freedom from bad habits and the establishment of good ones."

Too much cannot be said of the effect of environment and the conduct of adults. The surroundings of the child should be such as to suggest and stimulate the formation of good, wholesome habits. If the home is untidy, the child cannot be expected to acquire the habits of order and industry. If father is irritable at all hours of the day, the child easily develops the habit of a bad temper or of being disagreeable and contrary. If friends and relatives are lacking in courtesy in the presence of the little child, how can we expect him to form the habit of "Thank you," "If you please," of kindness and of thoughtfulness? The child learns through imitation of the standards set for him. He finds his models in his own home and in his immediate surroundings.

Good wholesome habits insure economy of the time and thought which would be wasted in trying to correct mistakes or efface wrong impressions. Proper habits are a promise of efficiency. As the years go on the child faces the future with confidence and assurance; happiness and contentment will be the fruits of the sowing in the springtime of life, for actions are the seeds and habits the harvest. "Habits form character and character is destiny."

Questions for Study

Why is it easier to form habits in early childhood?

In what respect is the child's nature a help to the parent?

Are parents responsible for the child's habits? Why? How?

When does the child begin to form habits?

What is the best method of teaching habits to a child?

What are the results of satisfaction?

Is there any harm in "giving in" once?

What is the effect of environment on the formation of habits?

Name some advantages to be gained through the formation of proper habits.

How do habits affect happiness and character?

The subject for next month's study will be "Obedience."

The following references are suggested for reading:

Books

Scott, Miriam Finn. *How to Know Your Child*. Chapter VI, My Child is Disobedient. Little Brown & Co., Boston.

Cope, Henry F. *The Parent and the Child*. Chapter IV, Disobedience. George H. Doran Co., New York.

Richardson, Frank H. *Parenthood and the Newer Psychology*, Chapter IX, pages 127-145. G. P. Putnam's Sons, New York.

Betts, A. F. *The Mother—Teacher of Religion*. Page 249, First Lessons in Obedience.

Fisher, Dorothy Canfield. Page 97, A Sliding Scale for Obedience. Page 111,

Obedience as a Transitive Verb. Page 126, *The Child as a Philosopher*.

Magazines

CHILD WELFARE MAGAZINE, April, 1926, Moral Training in the Home, Richard C. Cabot, page 473.

Hygeia, August, 1926, Training the Child to Obey, page 425.

Hygeia, September, 1926, Training the Child to Obey, page 509.

Leaflets

Child Management, by D. A. Thom, U. S. Department of Labor, Washington, D. C. Disobedience, page 22. Free.

Obedience, Federation for Child Study, 242 West Seventy-sixth Street, New York City. Ten cents.

National Expenditure for Luxuries

The actuary of the United States Treasury reported that the American people in twelve months spent \$22,000,000 on what the law classifies as "luxuries."

American citizens do have money to meet the cost of undertakings they consider worth while.

How Can Parents Best Establish Contact Between Schools and Homes?

ORGANIZE a parents and teachers association for each particular neighborhood upon the lines already established in this country.

You are a parent. Would you not like to know the teachers who have charge of your child's intellectual and moral life for several hours each day. Those teachers are molding your child's career and it has always seemed to me that parents ought to be deeply interested in the personality and well-being of the men and women who have the responsibility of teaching.

They do not merely teach grammar, geography and arithmetic. They teach character. Consciously or unconsciously they exert tremendous influence upon the child during its formative years.

A day will come in which the teacher shall shine with a new light and be regarded by the people as far more significant than some politicians who now monopolize too much public attention.—*Dr. Cadman.*

Program Section

January

ASSOCIATIONS are now in the full swing of the winter's work. January brings *Thrift Week*—and preparations for the celebration of Founders' Day, for which the new pageant, "*The Gift Bearers*," is now ready.

In both Grade and High School take up the Athletic Badge Tests and give every child an equal chance for physical training. The January issue will discuss books and reading from pre-school through high school.

In the High School Association read The Home Library, and have a senior boy and girl talk on what they like to read and why. Organize a Mother Singers' Chorus. In the Grade School, organize the chorus—for we all should sing. Send to Mrs. Morris (see cover) for a Thrift Program.

THE COLLEGE PARENT-TEACHER ASSOCIATION

Address by Business Manager or Dean—"How College Students May Be Self-Supporting."

Two Students, man and woman, discuss—"Is College Worth a Sacrifice?"

Community Singing.

Music Director leading in Rounds or part singing by the audience.

Pre-School Program. See Page 195.

Study Circle Programs. See Pages 201, 202 and 204.

EDITORIAL

HERE is a movement in the land for Model Houses, and we welcome it, because we know how they are needed. But let us not confuse them with Model Homes.

The economical arrangement of rooms, electric irons, refrigerators and washing machines are not much good to the housewife, unless they provide more time for her to make herself beautiful for her family. If they give leisure time for her to spend in recreation with her children and her husband, for hours of study or music, they have contributed to the Model Home. But if they have simply left her life so empty that she fills it with gossip, shop sightseeing, card playing or worse things, then the new Model House is a curse instead of blessing. The Model Home must be the children's social center, whatever else it may be, with mother the director. Beautiful furniture or fine floors or white paint or exquisite draperies are only adjuncts to the Model Home, not the essentials, and every so-called modern improvement must go in the same category.

* * *

A "Mothers Exchange" has been instituted in some Parent-Teacher Associations to relieve the embarrassment of giving to unfortunate children. Here are brought the unbeautiful but necessary things that poor households need, but which they do not ask for and which do not seem good enough to offer. Strips of old carpet, well cleaned, to stop the draft on a cold floor where babies creep; old bed comforters, washed and faded perhaps, but bearing out their name on piercing cold winter nights; nicked but whole dishes, precious to the eyes of those who have never known beautiful ones; furniture that is cluttering up the attic; interesting books that the family has tired of or the children outgrown, as well as outgrown clothing. Some people sell these things to second hand or junk dealers, but they get so little for them—often only a few cents—while they may mean all of comfort

and health to a poor family, if given. A storeroom in a school can sometimes be appropriated for this "House of Comfort," or a committee could take contributions and requests over the telephone; the permanent room is better.

* * *

Superintendent McAndrew of the Chicago Public School System lays great stress on training for citizenship, giving thousands of boys and girls their first glimpse of the vision, in so doing. It would be an interesting experiment to start a new school devoted entirely to citizenship training; for instance, make every lesson in all the fundamental studies bear directly on subjects relating to the citizen's part in the commonwealth. Instead of writing lessons that repeat *ad infinitum* such items as "*Grass is green*," let us say, "*The street is clean*." For early reading lessons we might say, instead of "*The man sees the maid*." "*We see an honest man*." Arithmetic lessons, instead of figuring how much paper it takes to cover the walls of a given room, might compute simple tax assessments; while the study of history should always be a study of government. Someone who knows how, should work this out and try it.

* * *

The whole year centers around Christmas, the Great Day. This year, as we prepare the joyous celebration for our own loved ones, why may we not institute a custom of filling a stocking For the Unknown Child? In every community, however small, this child exists, often worse than homeless, forlorn, cheerless, to whom this stocking and its accompanying riches may be taken after the family celebration, or the child might be invited to sit in with the home gifting. We must be careful in this to avoid duplication; in a small town the school head or someone appointed by him will guide in our selection of the child, and in large cities, the United Charities can do it. If every family would adopt this custom, few children would spend Christmas sadly.—M. L. L.

The Study Circle

Conducted by

Grace E. Crum, *National Chairman of Study Circles*

The aim of the study circle committee is to present program outlines and study material to parents of children of school age for the purpose of developing an educated parenthood. As the teacher fits himself for his task, so the parent must prepare himself to understand the nature and the needs of the child, and one of the best means to bring about an enlightened parenthood is through the study circle.

Observations

LAST month we spoke of the importance of the mother keeping a record of her observations of the baby. This month we would like both the preschool mother and the mother of grade children to be considering just what observations they can carry on. It is true that the interpretation of the observations of one's own children presents difficulties, because one is apt to be influenced in his findings by his affection for the child. We believe, however, that certain advantages are gained by such a study. William A. McKeever says that the laboratory idea in child study is to observe children in their natural activities. Surely the mother has an excellent opportunity to witness the natural activities of her children in her own home.

Fortunately the mother is not limited to the study of her own children. She may observe the playmates of her boys and girls; she may visit the playgrounds and the kindergarten; she may visit the day nursery and the well baby clinic. The mothers of older children may visit the grades, and we may thus acquire the habit of observation which, with the aid of the principles which

we have sought out in our reading, will help us to interpret child nature.

We will take, for example, a simple observation to be made by the mother for a period of three days:

1. How long does your child sleep when he takes his nap?
2. How long does he sleep at night?
3. How many times is he awake during the night?
4. Does he object to going to bed?

Findings and recommendations. Does your child get enough sleep? Has he good sleep habits? What are your recommendations?

The grade mother may observe her child's reaction to adults; to children of his own age; to younger children. Is it one of co-operating, ignoring, or warfare?

References for observation methods:

Gruenberg, Benjamin. *Outlines of Child Study*, Chapter V.

Forbush, W. B. *Child Study and Child Training*. (See laboratory experiments.)

Stern, William. *Psychology of Early Childhood*, Chapter II.

Kirkpatrick, E. A. *Fundamentals of Child Study*.

Questions and Answers

Q. Please send me all the literature possible for study circles. Study circle chairman.

A. Your chairman does not keep a large supply of literature on hand for distribution. Please send to your own state office

for samples of study circle leaflets.

Q. Are the study programs to continue throughout the year in the *CHILD WELFARE MAGAZINE*?

A. Yes. Please suggest how they may be improved to meet your need.

Study Program I

This is the third of a series of outlines based on

Mothers and Children

BY DOROTHY CANFIELD FISHER

The Background of Our Children's Lives

Chapter IV. The Children's Questions.

1. From your own experience, what is the attitude of adults toward children's questions? Does your own experience coincide with that of the author? What is your attitude toward children's questions? Is it the desirable attitude?

2. Name various ways in which we may meet children's questions, as cited by the author and from your own experience. Page 53.

3. Discuss the advantage of acquiring the habit of referring to books for information sought. What books does the author consider essential to the home? Page 54. What books would you add?

Outcome of question answering:

(a) Both mother and child find satisfaction in knowledge acquired.

(b) Holidays and leisure time are used in a rational way by the child.

(c) Habit of steady and purposeful observation is established.

(d) Intimacy of mother and child is brought about.

4. The child's questions are the results of his curiosity. Why is curiosity an asset to the child? (For a fuller discussion of curiosity, see references in this issue, in study outline II, based on "Wholesome Childhood.")

Chapter V. A Fair Division of the Home.

NOTE.—"The home is for everybody in the family, not alone for the children." The discussion of this chapter hinges upon the question, How to bring about this fair division of the home?

1. In the average American home, in-

cluding the apartment house home, there are many material conditions which make the providing of a right background for our children, a perplexing undertaking. Why? Discuss fully. Was this true twenty-five years ago?

2. Make a list of children's acts which are out of place in the house, but which would not call forth adverse criticism from adults if performed in a desirable place. In each instance locate the desirable place.

3. Review and discuss the English method of caring for children. Discuss the American method. Enumerate the good and the bad points of both the English and American systems. Pages 63-65.

4. What is gained by the children being in very close daily contact with their parents? What may the disadvantages be? Pages 66-68.

5. The children and the parents need separate spaces or rooms in which to pursue their different interests. What suggestion has the author for a fair division of the home? Pages 68-72. What division would you suggest?

NOTE.—The remainder of this chapter is devoted to the effort on the part of the author to arouse in parents a realization of their great responsibility. In these pages, 72-81, I refer you to the soul-searching questions of the author.

Chapter VI. On not Taking the Children too Seriously.

NOTE.—The author's suggestion (p. 84) "to seek out a comfortable chair, to relax every muscle, and to take it easy while we consider the rest of the chapter," might

well apply to the study circle group. Do you find sometimes, while you are engaged in study circle discussion, or are attending a lecture, that your muscles are tense? If we mothers practiced relaxation several times a day, would it aid us in "not taking the children too seriously"? One doctor has said that the mother who has a rest period during the day, stands the strain better than the one who does not. Do you agree with this statement?

1. The over-anxious parent presents a difficult situation both for himself and for his child. What may the reaction of the child be?

2. "We cannot do our children's growing for them. All that we can do is to supply the right background for their growth." What does the author consider the necessary requisites, in supplying the "background of our children's lives"? (In answering this question, bring out briefly the main points in section one.)

3. Relate how a parent's fear and anxiety

may bring about ill effects both to himself and to his child. Pages 86-93. We very much desire to eliminate fear in the lives of our children. Ought not we to eliminate it in our own lives? Is our fear a carry-over from childhood. If so, have we not the evidence of why we should prevent fear in the lives of our children. (For a fuller discussion of fear, see this issue, study outline two based on "Wholesome Childhood.")

4. Does not the author infer that we may sometimes place emphasis on the non-essentials rather than the essentials? Why may this be true? Page 87.

5. Would not we parents have less worry if we took time occasionally to consider and "trust the miraculous principle of growth to unfold the capacities of the human soul"?

References—Patri, Angelo, School and Home, Chapters III, VI. Consider the Children, CHILD WELFARE, November, 1926.

Study Program II

This is the third of a series of outlines based on

Wholesome Childhood

BY GROVES AND GROVES

Chapter Two. The Period of Discovery: Six Months to One Year

"Curiosity is the lever of the child. With it he will lift the dead weight of ignorance that presses him down."—From "School and Home," by Angelo Patri.

"Many a child's life has been handicapped or even ruined by uncorrected fears."—From "Our Fear Complexes," by Williams and Hoag.

STRIKING THOUGHTS OF THE LESSON

1. The child's curiosity is the foundation of his adult intellectual vigor.
2. The baby of six months needs to touch whatever attracts his attention.

3. The baby's nap time must be religiously adhered to. (See CHILD WELFARE MAGAZINE, April, 1926, page 501.)

4. A toy is meaningless until the baby has made associations with it.

5. The baby understands tones before he recognizes words.

6. Simplify the baby's environment.

7. Much repetition robs words of their meaning.

8. Fear must not be allowed to enter the life of an immature human being.

9. It is better to watch the baby in a

semi-dangerous situation than to have him, unprotected, seek real danger because of the fascination of the forbidden.

10. Letting the baby do what he wishes, while unostentatiously watching to see that he does not harm himself, is the keynote of a positive program for developing initiative and self-reliance in young people.

11. The mother who carts her baby about as if he were an inanimate lump of prettiness, is over-stimulating him, so that he may become a nervous child and a sickly adult.

12. Spanking is not conducive to the coming of sleep.

QUESTIONS

1. Of what benefit is curiosity to the baby? Page 21.

2. Why does a baby of six months need to touch whatever attracts his attention? Why should a baby's curiosity be satisfied? What are some of the ill effects, if it is not? The baby learns of outside things through his senses. Name these. Pages 21, 31, 35-37.

3. Do you believe that the nap time of a child should be strictly adhered to? Why? Page 22.

4. Should the baby entertain or be entertained? Page 23.

5. Why may the baby like the wrappings of a gift better than the gift itself? What sort of a toy is prized by a small child? Give reasons for your answer. Should not the child's choice of a toy influence us in our choice of a toy for him?

NOTE.—One educator said, "Effort is the only justification for owning a thing." Might not this thought explain why a little girl may love a doll she has made out of rags more than her beautiful manufactured doll, or why a little boy may delight in his rough hewn boat rather than the costly one purchased at a toy shop? Association with the toy through the child's efforts makes it his own.

6. Can the baby be trained not to destroy books and magazines? How? Pages 26, 27.

7. Why is it harmful to say often to a baby, "Don't do that"?

8. Tell of the ill effects of fear in the life of a small child. Page 29. How may we protect him against fear?

9. How may we help when the baby is learning to walk and to climb? Pages 32-34.

10. Can we leave a small child to some extent to his own judgment, rather than force blind obedience? Discuss. Pages 34, 35.

11. Why is it harmful to the baby to cart him about wherever his mother goes? Page 38.

12. Should one spank a baby to make it stop crying? Pages 39, 40.

Three topics in this lesson should be given much time and study, viz.: curiosity, fear, and children's toys. It is suggested that these topics be assigned to different members of the class for special study and investigation. For your convenience references are listed under each; see list given below:

List of References for Study Courses

CURIOSITY

Fisher, Dorothy Canfield, *Mother's and Children*, pp. 51-56.
Patri, Angelo, *School and Home*, pp. 115-118.
Kirpatrick, E. A., *Fundamentals of Child Study*, Chap. X.
Child Study Ass'n of America, 509 West 121st St., N. Y.
Curiosity, (Pamphlet, price, 10 cents).

Cabot, Ella Lyman, *Seven Ages of Childhood*, Chap. IX.

Bradish, Prudence, *Mother Love in Action*, Chap. XII.

FEAR

King, Irving, *The Psychology of Child Development*, p. 57.
Gruenberg, S. M., *Your Child Today and Tomorrow*, Chap. V.
McKeever, W. A., *Training the Girl*, pp. 322-334.
McKeever, W. A., *Farm Boys and Girls*, p. 19.
Williams and Hoag, *Our Fear Complexes*, Chap. VIII.
Patri, Angelo, *Home and School*, Chap. VIII.
The Children's Foundation, The Child: His Nature and His Needs, pp. 35; 42-45.
Bradish, Prudence, *Mother Love in Action*, Chap. XIII.
Groves, E. R., *Personality and Social Adjustments*, Chap. VI.
Groszmann, Maximilian P. E., *A Parent's Manual*, pp. 80-84. (See Index).

TOYS

(References taken from Study Outline in *Child Welfare Magazine*, July, 1926, p. 676. See p. 676 for additional Study Outline).

Leonard, Minetta S., *Best Toys for Children and Their Selection*.
Kamm, Minnie W., *The Pre-School Age—A Mother's Guide to a Child's Occupation*.
White, Mary, *The Child's Rainy Day Book*.

OTHER REFERENCES

U. S. Department of Labor, Children's Bureau, *Child Mentality and Management*, Pub. 91, Price 5 cts. Dennett, R. H., *The Healthy Baby*. Smith, R. M., *The Baby's First Two Years*. Fenton, Jessie C., *A Practical Psychology of Babyhood*. Watson, J. B., *Behaviorism*. Preyer, Wilhelm, *Mind of a Child*. Shinn, Millicent, *Biography of a Baby*. Perez, B., *The First Three Years of Childhood*. Sully, James, *Studies of Childhood. Children's Ways*.

Study Program III

This is the first of a series of outlines based on

The Problems of Childhood

BY ANGELO PATRI

WHAT a delight it is to undertake the study of "The Problems of Childhood," with its own summary and questions for each section! Mr. McAndrews, who has written the introduction to one edition says, "If I were the moving spirit of Parent-Teachers' Associations I would form a class in each town to make this book the basis of a season's study and discussion." Parent-Teacher Associations have a moving spirit, which is an earnest desire of both the teacher and parent to solve the problems of childhood. This book is written primarily for teachers but we parents are included within the fold of Mr. Patri's interest, for the book is equally helpful to us. We hope these fascinating little stories will be read in every household where children dwell and where parents seek for an intelligent understanding of child nature.

The following suggestions are offered for the study of the text:

1. The stories may be read in the study circle. Discussion should follow.
2. Each story has an aim, a purpose or a guiding principle. Formulate in a sentence this principle.
3. Does the story under consideration remind you of a similar incident?
4. Note the epigrams.
5. Work out a little project. Does the story apply to me in my home?

PART I—SOME GUIDE POSTS

HOME WORK

OBSERVATION 1

"HAPPINESS." See page 3. Mr. Patri says, "The best standard of measurement of a teacher's work is the very simple one: 'Are the children in her classes genuinely happy?'" In like manner, the parent may ask, "Are my children happy?" Observe

your children for one week, with these questions in mind. "Are my children happy? If not, why not? Am I irritable, unfair, impatient, unsympathetic, or unduly exacting?"

OBSERVATION 2

"THE GIFT OF THE GODS." Page 5. Observe for one week with these thoughts in mind, "What is the gift of my child? Am I giving him a chance to improve it? If not, how may I?" Relate to the study group how you assist in the development of your child's special gift.

"GENTLY." See page 15. Our motto for the month—"Speak gently, move gently, deal gently."

1. This sketch is a wholesome antidote for our age of rush and confusion. Do we not hurry our children more than we should? We hurry them through their meals, we hurry them to school, and we hurry them to bed!

2. In one of those rare moments, when your child has spoken to you from the heart, have you not felt his communion with you to be "a thing of the spirit."

"THINK EASY." See page 17. Let us consider this sketch as a companion piece to "Gently."

1. In an atmosphere of tension the child contracts his muscles. Are not we parents guilty of going through the day with tense muscles? A doctor of note says that a mother should set aside a certain time each day for relaxation.

2. Do we parents "think easy?" If the child is to think easy, how may we help to suggest "ease and sureness and leisure?" Would not a change of our attitude toward the relative importance of things help?

GUIDING PRINCIPLES. See page 43. Our author, Mr. Patri, tells us in his "In-

tribution" of last month, which launched us on our study of "The Problems of Childhood," that one principle in child-training has stood the test of time. "The first, and the last, is the fundamental one; that you love little children. Not with the love that is blind emotion, but with the love that grows out of knowledge. In the years that are to come let us hold fast to this principle. "And now abideth faith, hope, love, these three; but the greatest of these is love."

1. Note the principle that underlies each story read. How do you find this principle expressed on page 43?

PROBLEMS. See page 44. 1. If one of the questions has been unusually well answered in your study group, please send the answer in, that others may profit by it.

2. If you have difficulty in answering a question, let us refer it to the larger group. (Address Mrs. E. R. Crum, Winters, Calif.)

The January lessons will cover selections from Part II.

ANGELO PATRI'S

NEW BOOK

Problems of Childhood

"His newest and to us most helpful book."—*Child Welfare Magazine*.

MRS. A. H. REEVE says: "I am delighted with it. So fully meets what I feel is a very great need."

SUPT. OF SCHOOLS, WILLIAM MCANDREW, OF CHICAGO, says: "If I were the moving spirit of parent-teacher associations, I would form a class in each town to make this book the basis of a season's study and discussion."

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***Nanook of the North*, 6 reels; the classic of the Arctic, depicting the life and hardships of the Eskimo. Photographed by Robert Flaherty, F.R.G.S.**

***World's Food Series*, 6 reels; prepared with the co-operation of the U. S. Department of Agriculture.**

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***Pathé Review*, one reel weekly; the magazine of the screen covering travel, science, botany, animal life, customs, etc. Many subjects in Pathecolor.**

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GENTLEMEN:

Please send me the complete catalogue describing all Pathé pictures suitable for study groups.

Name.....

Address.....

National Office Notes

BY FLORENCE V. WATKINS

National Executive Secretary

After a summer filled with satisfactions, in which were made many new contacts which it is hoped will be of value in the coming days, the Executive Secretary has come back to her desk and to the preparation of the Office Notes. There is much to tell.

The new plans for the distribution of Congress literature are discussed fully for this month, but that there may be no disappointments or misunderstandings, please note especially:

(1) A number of our leaflets have been discontinued and the material contained in them has been included in the new and greatly enlarged Handbook which is now being distributed to every national and state officer and to every local group in membership in the Congress. Please do not order the following: College Associations, High School Program, Junior High School Program, Ten Programs for Grade School, Pre-School Circles—How to Organize, Rural Associations—How to Organize and Program of Work by Dr. O'Shea.

(2) Parliamentary Procedure is in preparation and a leaflet giving Rural Programs will soon be ready for distribution. Orders for these may be sent in and will be filed, to be filled as soon as the material is available.

(3) A new and very fine leaflet from the Art Committee, "Pictures in Home and School" has just been issued, also a program on Recreation, and a Child Hygiene leaflet, giving a program of activity and study, is also ready for distribution. The last is by our national Child Hygiene Chairman, Miss Mary E. Murphy, and will fill a long-felt want. The Humane Education leaflet has been replaced by a new and attractive booklet, presented by Miss Eddy.

If the State Bulletins would kindly help to broadcast the above information and would make it clear to the local units that this *program material* is sent out *only* upon application to the State Branch, it would save the locals much delay in receiving what they want. Order Blanks and Lists of Congress Publications have been provided in quantity for the use of local groups in ordering all *FREE* literature. Please keep the *LISTS* for future reference, using the ORDER BLANKS in sending orders to the state for *free* and to the National Office for *pay* literature. As many requests still come to the National Office for leaflets telling how to organize the various types of associations please read carefully the Round Table discussions in the various issues.

If any State Presidents have not sent to the National Office the number of copies of the new Handbook which will be needed to supply each officer and local unit in the state with *one free copy*, please send this information at once. Would it not be possible and practical—for the states to have made a rubber stamp which could

be used to stamp in red on each free copy of the Handbook: "THIS IS THE PROPERTY OF THE ASSOCIATION. PLEASE HAND TO YOUR SUCCESSOR IN OFFICE." This would tend to assure that the Handbook would be for the use of the Association and would not be considered as personal property.

Furthermore, may attention be called to the fact, which is evidently not generally understood, that the free copies of the Handbook allowed to state presidents for extension purposes are supplied only in quantities of fifty. (National Board, May, 1925). If more than fifty are ordered at one time by the president—except for distribution to the locals—or if any other state official orders in quantity, they must be paid for at the rate of 10c each for more than fifty, 15c each in quantities less than fifty. To individual members, copies are 5c each, and to anyone *not* a member of the Congress, the price is 25c each.

Owing to the heavy pressure of work and printing, the Atlanta Proceedings will not be ready for distribution until December 1st instead of November as announced. Will state Bulletins kindly make this public and ask that orders for the publication be sent in at once, accompanied by check, so that we may know the size of the edition which will be needed? There are a few copies left of the Proceedings of the Austin Convention, 1925. Every local unit should have a copy. The state presidents' reports contain many suggestions of activities which may be carried on, the reports of national committee chairmen are filled with valuable advice and information, and the addresses and the report of the National President would make fine program material for local meetings. Do not neglect to send for a copy of these Proceedings *at once*, or the supply may be exhausted before your order reaches the National Office. The price is \$1.00.

Will the State Bulletins also kindly announce that all individual membership cards desired by locals are to be obtained through the State Treasurer. These small cards, cost only \$6 a thousand, \$11 for five thousand and \$1.85 for each additional thousand above five.

Do not forget that small copies of the large blue print diagram of the organization of the National Congress of Parents and Teachers are available at 2c each, or \$1.00 per hundred. These little diagrams are 5 by 12 inches and every person interested in the Congress should secure one.

Will those who are ordering exhibit charts of National Literature please be sure to save the heavy sheet of cardboard to which they are attached so that it can be used when they are being returned. The other day a set came in wrapped only in brown paper. Corners of the

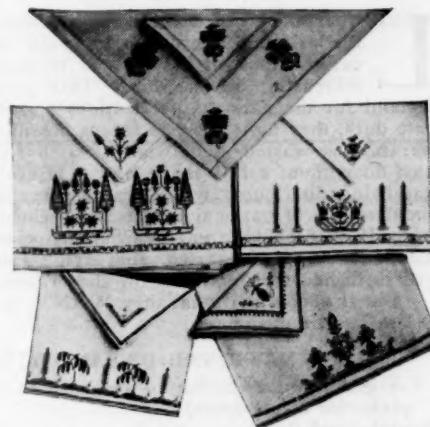
cards were badly broken. As the heavy cardboard with which these are packed is very expensive, we shall appreciate its being returned to the office with the charts.

The Allen Spurr "P. T. A. Song" is proving extremely popular. The National Office was caught unawares during the summer. Very seldom are many copies of this song ordered during the months of May to September, inclusive. This summer such a deluge of orders reached the office that many people were disappointed in not receiving the copies promptly. A large supply is now on hand so that anyone needing this song may secure it promptly by sending 35c for one copy, 25c each for lots of 20, 20c each if 50 or more are ordered. The orchestration of this charming song is 25c, all parts complete.

From the field comes report that the National Literature is not known by the locals in the states. Wonder is expressed as to whether this condition could not be remedied by notices in the state bulletins calling attention to the new national publications as they are issued. For some unexplained reason there seems to be much trouble in connection with the delivery of second-class mail matter. In the past week a number of complaints have come to the National Office that material shipped on a certain day had not been received ten days later. This, of course, is unfortunate, but is due to the postal authorities. It is impossible for errors to be avoided entirely in the delivery of the many millions of packages which are shipped daily in the United States. Therefore, if you do not receive your material promptly, please notify the National Office, so that additional quantities may be sent; but wait at least ten days or two weeks before thinking that it will not arrive.

In the coming months "*Transportation News*" will tell about the many interesting trips that are being planned for the delegates to the 1927 Annual Convention. Information should be sent as early as possible to the Chairman of Transportation at the National Office stating whether the delegates from the different states are planning to take the side trips going to the Convention or returning. The Railroad Companies are providing illustrations of the interesting sights along the different routes to Oakland. These will be used each month. Are you beginning now to issue statements concerning the Convention in your Bulletins, in order to arouse interest among the State members? How splendid it would be if every state in the union could be represented at this Convention, and how much better it would be if each State could send at least one-half its quota. Let's try!

In planning your Christmas gifts don't forget that many of your friends would appreciate a subscription to the CHILD WELFARE MAGAZINE, 5517 Germantown Avenue, Germantown, Pa., the price of which is \$1.00 a year. This would make her think of you twelve times during the year. Mothers of young children might enjoy as a gift Mrs. Theodore W. Birney's book "Childhood," \$1.00 per volume. This may be ordered from the National Congress of Parents and Teachers, 1201 16th St., N. W., Washington, D. C. Please enclose check.



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The Distribution of National Literature

LAST year there were many requests for special literature which could not be met because the printing appropriation could not be stretched to cover them, so this year much careful thought was given to ways and means for serving our vast and rapidly increasing membership. This great growth has brought a correspondingly heavy demand for the national publications for state use, and as these publications are paid for by state dues, they must meet as far as possible the needs of all the members, everywhere. But if literature is wasted—sent where it is not needed—in one direction, someone in another place must do without a fair share, and a careful survey of the situation showed that much material was being distributed which was not really being put to good use. Through the sending of complete sets of national leaflets, Pre-School Circles were supplied with directions for conducting a High School Parent-Teacher Association, a college group was advised as to the proper function of a Kindergarten, and a rural association desirous of conducting a health campaign was furnished with material for the organization of a city council.

But if people get what they WANT, they are receiving good service, and so the following system has been adopted:

NATIONAL ORGANIZATION MATERIAL WILL BE SENT:

- A. For general distribution in response to requests for information:
Reasons and Objects.
History, Organization and Program of Service.
List of National Publications.
Descriptive CHILD WELFARE MAGAZINE Folder.
- B. For distribution to inquirers wishing to organize a Congress unit:
The publications listed above.
Handbook.
- C. To Associations and Circles in membership:
The publications listed above.
One set of free publications and programs to be made into an exhibit.
From this exhibit the association or circle may order additional copies of the leaflets they may desire to use.

NOTE: This exhibit is the property of the association and not of any officer. It should be on display at each meeting and should be passed promptly from outgoing to in-coming officers if the group has no permanent meeting place in which it may be kept.

When new leaflets or new editions are issued to the states, copies should be sent at once to each group for this exhibit.

- D. When a request for information is received in the National Office, only material listed under Section "A" will be mailed. For all other material, the inquirer will be referred to the state president.
- E. All requests to the National Office for free program material will be referred to the state presidents, or the designated state distributing center.

The regulations for the distribution of the National Handbook, are as follows:

- A. One copy is supplied FREE for:
Each member of the National Board of Managers; each member of the State Board of Managers, the District and the County Chairmen, and the president of each local association.

NOTE: The Handbook is the property of the local president in his or her official capacity *only*, and MUST be passed on to the succeeding president.

If additional Handbooks are desired for the use of officers or members, they may be obtained from the State Branch at the following rate:

Less than 50 copies, 15c each, postpaid.

50 or more copies, 10c each, postpaid.

Barometer Briefs

"The First Ten"

1. Calif. 1945	6 N.Y.	986
2. Ill. 1838	7 Pa.	850
3. Mich. 1267	8 Ia.	771
4. Tex. 1122	9 N.J.	702
5. Mo. 1000	10 Tenn.	551

CHILD WELFARE MAGAZINE circulation totals as of Oct. 31 1926

During October the following three states sent in the most subscriptions.

- | | |
|---------------------|-----|
| 1. Illinois | 461 |
| 2. California | 246 |
| 3. Ohio | 228 |



For the year ending October 31, 1926, the following three states show the greatest gain in net circulation:

Illinois	569	addl. subscribers
Pa.	384	" "
Tex.	330	" "